

Jobs crisis: new deal for school leavers

Better preparation for the world of work, in schools, national funds for training, 16 to 18-year-olds and special induction programmes for young employees who miss out on training are among the proposals likely to be agreed by a consultative document on the education and training of young people to be published shortly.

The document, the work of the Government's Training Services Agency, is expected to pave the way for emergency measures to cope with the increasing number of unemployed young people. It will also give details of a new deal for school leavers entering employment.

Its publication will be a victory for inter-departmental diplomacy. The final version has been moved down to allow both the Department of Education and Science and the Manpower Services Commission to adopt a more positive policy on the education and training of young people without pushing too heavily on each other's territories. But many of the detailed questions—whether new training programmes for the unemployed are controlled by education or by employment interests—will have to be settled.

The relationship between the DES and the MSC has been delicate. The MSC, which is now headed by the Training Services Agency, came into operation last year. The commission have overall responsibility for training, employment and manpower policy. It was moved off the Department of Employment, still officially its boss.

Free from many Civil Service constraints, it looked as if the MSC would be far more interventionist. At first this was how they

The first report of the Training Services Agency, due out this month, is about the training needs of young people. Its recommendations have been the subject of delicate negotiation between the worlds of education and employment. PHILIP VENNING reports

tried to see their role. Within months the TSA had selected the training for young people as a priority for action and Sir Denis Barnes, the MSC's chairman, began making outspoken criticisms of the education service, and particularly the last year at school. He also expressed his disapproval of educationalists who, he felt, were often unnecessarily hostile to vocational education.

Nevertheless gave the MSC a chance to get a foot in the educational door if they chose. The Labour Government was elected with a commitment to compulsory day-release (the responsibility of the Secretary of State for Education). Detailed policy plans for the last year at school and the first year in employment are being jointly worked out by the DES and the MSC. The MSC concluded, however, that many people in further education would welcome an initiative wherever it came from.

The MSC recognized that if the TSA came along with a more wrapped package of industrial training, further education and some skill development, which blurred the edges between education and training and which could take place in skill centres, colleges

and firms, this would be hard to resist. Its objectives might be narrower than educationalists would like, but at least something would be happening. A successful takeover bid along these lines could mark a decisive shift of influence away from the DES and give the employment world the lever it has always wanted to put pressure on the school curriculum.

Education does have a voice on the MSC, however, that of Mr Roy Johnson, principal of St Albans College of Further Education. Lined up against the Government team from the DES and the Confederation of British Industry, each backed by a research department, he realized the need for strengthening his position. He set up ten education advisory groups, one for Scotland, composed of members of six further and higher education organizations, such as the Association of University Teachers, the Committee of Directors of Polytechnics and the Association of Teachers in Technical Institutions.

By December the TSA had produced a draft of their consultative document. It was not sent out for prior consultation, but because it reached the education advisory

group, educationalists are able to put a word in on the issues.

Since then the TSA had started to look for the way in which the DES could be able to make a contribution to the work and development of the school curriculum.

The TSA's chief aim is to improve the preparation for work in schools. Its current work is aimed at ensuring vocational education in schools. It recognized that schools could only make a limited contribution to preparing their pupils for work, and development of the school curriculum in schools and workplaces.

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Sir William Pile: now coming to the need to improve the way young people are trained.



Roy Johnson: strengthening education's voice on the MSC.



Sir Denis Barnes: spokesman on behalf of the education service.

Attitude of parents 'crucial'

By Diane Spencer

Parents must be equal partners with professionals in the work of discovering and treating a child's handicap. In their evidence to the Education Committee on the education of handicapped children the Association of Metropolitan Authorities say the parents' attitude is perhaps the most crucial factor in the identification and education of the disabled child.

There is a need to develop more effective ways of assisting parents and involving them in their child's education and treatment. A handicapped child needs some form of education from birth; at present support is given from the age of two. Education authorities should provide teachers to assist in the home, say the association, not of welfare and maternity clinics.

Education authorities should write to parents as to which form of special education the child, in their view, requires. The parents should be allowed to question that decision. The AMA suggest that each LEA should have an officer with re-

Warbeck

responsibility for the appropriate special education and placement of children.

The present system of categorizing children should be abolished. The criteria for choosing a particular school should be made on educational grounds, not in terms of assessment and placement.

The AMA say that primary and secondary schools should be prepared to accept children with more severe handicaps than they have done so far. New buildings should be planned with the needs of physically handicapped children in mind. There should be limited courses for teachers between primary and secondary schools and joint in-service training schemes.

These proposals do not exclude the development of schools or units for severely handicapped children. In some ways, say the association, their proposals may make the special schools more "special", as the staff will have to be highly trained and experienced.

There should be a close examination of the training of teachers for the handicapped and the level of salaries.

ILEA may smile on meditation

London's special schools may soon include transcendental meditation in the curriculum. The idea is to spread to receive the official blessing of the Inner London Education Authority shortly.

The news was announced by Miss Suzanne Harris, a professional teacher of this meditative technique, at a weekend conference called to discuss its relevance to special schools. The meeting took place near Tring, Herts, at Roydon House, the British headquarters of the transcendental meditation organization set up by the Indian guru, Maharishi Mahesh Yogi.

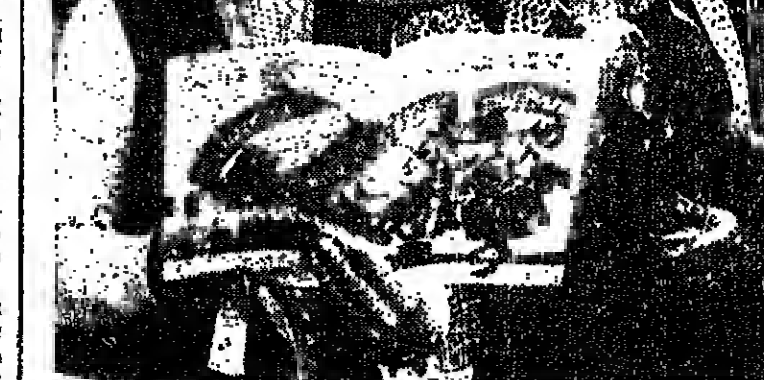
She told the conference: "I have just been told that so far as the ILEA are concerned, the only obstacle we have to overcome are the individual headteachers. The important thing is that much of England takes its cue educationally from the ILEA." A meditation project was already being arranged for one special school in North London.

"Meditation is an enricher and we can't afford to do without it," Miss Harris went on. "Particularly with 'special' children who top considerably less than the 10 per cent potential achieved by normal people." She claimed that transcendental meditation differed from accepted education and social service processes in that they could work only from the outside. "It is our responsibility to get children going for themselves. Tan develops the whole person; it is not a one-sided or normal education."

Mr Richard Ward, former Milbaird footballer and recently appointed head of the new Westbrook School for Maladjusted Children, Bexley, told the conference: "Although regular therapy and psychiatric support is supposed to be arranged for all children on referral, very few actually get it."

This failure of the welfare services had led him to consider alternatives. He had set up an experimental unit in transcendental meditation techniques at a previous school.

"The results, rated by independent observers, showed that of the 20 children who learned to meditate, 13 showed improvement (in nine of them a most marked improvement).



Miss D. M. Smith, head of Middleton Primary School, Leeds, the school which won a national competition organized by Penguin Books, looks at one of the prizes. With her is Miss Nioo Bowden, the children's author who presented the awards.

Fund started in memory of Mr Hewett

A memorial service for Mr Stanley Hewett, former general secretary of the Association of Teachers in Colleges and Departments of Education, was held at London University this week.

Mr Hewett, who died on May 1, was remembered by many of his colleagues in a simple meeting which consisted of tributes and readings from an anthology of poetry which he edited.

Mr Malcolm Lee, chairman of the ATCE, said Mr Hewett was general secretary during five years of traumatic change, both for the association and the colleges of education. He maintained an outward calm throughout the change and his counsel would be sadly missed.

His dedicated professionalism, courtesy and loyalty combined to produce a rare administrator whose memoranda were as entertaining to read as was his conversation to hear, Mr Lee said.

Mr Hugh Harding, Under Secretary at the Department of Education and Science, said Mr Hewett's public statements were strikingly moderate. It had become increasingly acknowledged that he was a leader of educational opinion.

Mr Brian MacArthur, editor of *The Times* Higher Education Supplement, said Mr Hewett's articles—"midway, well-informed, judicious, lucid and witty"—summed up the man. His grasp of events and their inescapable logic was remarkable.

Lord Alexander, secretary of the Association of Education Committees, said he was almost the perfect example of what was expected from those in the education service. "In five years I had never known of an accumulation of word passing between us."

Poems were read by members of the English department at Nottingham College of Education, which Mr Hewett had headed before working for the ATCE.

A memorial fund to promote international relations in teacher education has been set up by the ATCE to commemorate Mr Hewett. Contributions should be addressed to the association, c/o Crawford Place, London W1H 3BN.



Mr A. Thompson, Under Secretary at the Department of Education and Science, is to be Deputy Secretary in the Department in succession to Mr P. R. Odgers, who is retiring. Mr David Ford, director of physical education at Clifton College, has been elected chairman of the Public Schools Physical Education Conference for 1975-76.

Mr Peter Boulter, first deputy director of education for Cambridgeshire, is to be director of education, in succession to Mr Gordon Bessey, who is retiring.

Appointments

Schools
Miss Woodla Kernd, head of Brunswick Park Infants School, Camberwell, to be head of Evelyn Lowe Junior and Infants School, Peckham, South London.
Mr F. A. Gray, head of Drayton Park Primary School, Highbury, to be head of Kings Acre Junior and Infants School, Lambeth, South London, in succession to Miss E. Burton, who is retiring.
Mr G. E. Hesler, deputy head of St Michael's School, Stevenage, to be head of St Joseph's R.C. Secondary School, Horwich, Bolton.

Universities
Dr Declan Baker-Smith, director of studies, Fitzwilliam College, Cambridge, to the second chair of English, University College, Cardiff.

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THE TIMES
Educational Supplement

Alarm at fall in vacancies

School leavers in Devon face an "alarming situation" over jobs, Mr Juslyn Owen, the chief education officer, told the Devon schools sub-committee last week.
More than 5,000 boys and girls will be leaving school in July, but so far only 1,032 job vacancies have been notified to the county careers service, many fewer than in previous years. In addition, said Mr Owen, "not all the vacancies match the needs of young people in the type, location and level of ability required".
The committee have decided to ask the county management team of officers to prepare a report on short and long-term action which could be taken to deal with the difficulty.

SPECIAL ANNOUNCEMENTS

St John's College, 100 Old Students' Association, REUNION 1975
July 4-6th
Bookings and details from: L. R. BIRCHALL, 41 New View, Highbury, LONDON, N5 2UR (tel. 01-435 1111)

Language mars integration

About 100,000 of 750,000 coloured workers in this country can speak little or no English. This represented a serious obstacle to the integration of immigrant groups.
Opening the National Centre for Industrial Language Training at Southall last week, Mr John Fraser, Under-Secretary at the Department of Employment, said that this had only emerged with time. It had been assumed that living in a country would stimulate the learning of its language, but these figures showed that for various social and cultural reasons, this was not necessarily true.

Many of the immigrants came from the Indian sub-continent where they had lived in tightly knit, rural communities. In Britain they remained in small ethnic units, both at work and home, isolated and unable to move from unskilled jobs. As they could not participate in training schemes for advancement, they were virtually trapped in a dead-end situation.

At work, these people tended to rely on interpreters. At home the children, who had learned English at school, had to make intelligible the complexities of urban life.
Last year the Government set up a scheme to teach English to immigrant workers at a shoplifting level. The immigrants are approached

directly and training takes place during work hours at the work place. The Government pay three-quarters of the cost of such a unit, which is organized by the local education authority.

Mr Fraser said that although evening classes were available in some areas, a worker who could not read notices advertising them, was unlikely to know about them. In any case, overtime or rotating shifts work prevented many people attending such classes.

The new centre is based in Southall, which has a heavy concentration of Asian immigrants. It aims to develop industrial language training on a national scale and provide a central source of guidance and support for teachers in this field. It will advise and assist teachers new to this type of work, giving information on the organization of new projects, as well as disseminating teaching materials.

The centre itself is a thoroughly first-class. Its latest venture is a filmstrip, available in five Indian of seven years standing, whose life in England is greatly enhanced by his learning of English. It will be shown in immigrant clubs and places of work throughout the country.

The NCILT is at Pathway Centre, Recreation Road, Southall, Middlesex, UB8 3PP.

Ulster call to end selection

Ulster politicians have joined the two main teachers' unions in Northern Ireland in their call to end the 11-plus. This follows last week's announcement of this year's results—only 6,984 of the total 27,444 who took it passed.

Commenting on the results, Mr Basil Glass, former Northern Ireland Minister for Education and Alliance Party chief whip, said, "I am appalled at the continuation of this archaic selection procedure which annually classified thousands of children as failures at the tender age of 11."

He called on Mr Ruford Moyle, the Minister for Education, to end the system which he said was divisive and served only to cause enervation, stress and strain to young children.

The renewed campaign to scrap secondary selection and replace it by a comprehensive system follows a threat made by the Ulster Teachers' Union seven weeks ago at the union's annual conference in Belfast. They would not cooperate in the organization and supervision of 11-plus examination and verbal reasoning tests.

Ulster call to end selection

Mr Brian Jones, the UPU general secretary, said that if the examination was not scrapped soon, teachers would withdraw their support, probably from the start of the new school year in September, when preparation for the next 11-plus had to start.

The renewed outcry against the examination comes in spite of the Minister's declaration earlier this year that the province could go comprehensive. The Department are currently carrying out a feasibility survey into the types of comprehensive best suited to Ulster.

Mr Moyle has been criticised by teachers and politicians in Ulster for not giving a stronger lead.

A spokesman for the Department of Education pointed out that the 11-plus examination was tested on merit. No account was taken of the number of grammar school places available in any one year. "The percentage pass rate has been fairly steady at over 20 per cent for the past seven years and not 25 per cent last year as it was this year."

COURSES

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For application forms and further details, write or phone Marjorie Hewson, Academic Registrar, Stockwell College of Education, Rochester Avenue, Bromley BR1 3DH. Telephone (01) 460 9944.

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August 15-21:
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For particulars please apply to:
The Secretary, 31 Redean Crescent, London SW15 5JX.

West Germany

Reform plans concentrate on course content

by David Hingworth

Dr Peter Glaz, State Secretary at the Federal Ministry of Education and Science, has now reported on the progress of a series of research projects designed to pave the way for future university reforms.

Agreement on the need for such a programme was reached by the Federal States Committee on Educational Planning in 1971 and 50 pilot studies are now being conducted. They are financed jointly by the Länder and the Federal Government, the latter's contribution for the current year being DM15m (about £7m).

Experiments, which require the approval of the Committee on Educational Planning, may be submitted by either the State or the Ministry of Education. The results of the Länder have, however, varied considerably: so far 16 are being carried out in Hesse and 15 in Baden-Württemberg, but only one each in Lower Saxony and the Saarland. Further studies may be initiated later but the total in progress at any one time will not be allowed to exceed 80 in order to ensure adequate supervision.

A breakdown of the fields at present under investigation shows that research on the content of the university curriculum is thought more important than organizational matters. No fewer than 31 of the 50 projects fall into this category and cover the planning of new courses and the development of existing ones, the testing of new methods of instruction and the close integration of theory and practice.

More than one-third of the courses under scrutiny are those offered by faculties of arts and social sciences. Particular attention is being devoted to the printing of non-essential material which overloads many courses and the introduction of prescribed lengths of time for courses.

These are two aspects of the policy, outlined in the government's White Paper on Higher Education, of limiting undergraduate courses generally to a duration of three years and, as Dr Glaz admitted, both have aroused "considerable scepticism" in university circles.

Nevertheless, the need for a move in this direction has been emphasized by a survey conducted in Baden-Württemberg which indicated that the average time taken by students to complete their courses increased from 5.7 years in almost 6.5 years between 1970 and 1973.

As the number of students is extended to more and more subjects, students tend initially to take up courses to which it does not apply and switch over in their intended subject a year or two later. This inevitably prolongs the total period they spend at university.

Several projects are associated with the setting up of Gesamthochschulen (comprehensive universities), either as new institutions or through the amalgamation of colleges already in existence. A number of others are concerned with student counselling, not only in regard to courses of study but also in the wider context of career prospects after graduation. Advice of this nature is becoming increasingly important now that a university education is rapidly ceasing to lead automatically to a well-paid job.

The second main area covered by the research studies, 17 in all, is teacher training. They include experiments in techniques of multi-media instruction, measures to improve the qualifications of teachers in vocational schools and attempts to solve problems relating specifically to comprehensive schools.

The majority deal with the restructuring of courses necessitated by the decision to train future teachers not according to the type of teaching in which they serve but according to the grade at which they teach: primary level (years one to four), secondary level I (years five to 10) and secondary level II (years 11 to 14).

Italy

Pay package ends threat of disruption

from Dalbert Hallenstrom

An outburst of teachers' strikes, which threatened to paralyse the final weeks of the Italian school year, has been called off after an agreement between the teachers' unions and Signor Franco Maria Malfatti, Education Minister.

The agreement package includes pay increases for most categories of teachers, which will cost the government 500 billion lire a year (about £130m). Elementary and middle school teachers (total 11 to 13 year olds) will benefit most from the new deal.

Elementary teachers will receive salary increases of roughly 10% a month for those at the beginning of their careers (basic annual salary £100) and for those at the end there will be a monthly increase of 13% (basic annual salary £210).

At the same time the period necessary for reaching maximum career seniority has been reduced from 18 years to 16, so that teachers will now be due for their various salary promotions earlier than before.

Middle school teachers will now begin and finish their careers at the same salary levels as their upper secondary school colleagues. This means an increase of about £10 for those at the start of their careers (basic annual salary £1,242), while the final salary will be increased by about £20 a month (basic annual salary £2,245). However, the period for reaching maximum career seniority has been increased from 14 to 15 years.

Vice-chancellors meet to settle future of Eurobody

by Paul Monrman

Members of the 25-nation predominantly West European Conference of Rectors and Vice-Chancellors of the European Universities (CRE) are meeting in Vienna this weekend to decide the future of the organization.

Founded in the early 1950s, the organization has been largely boycotted by the Socialist countries because of the alleged "Cold War" character of parts of its constitution.

A UNESCO meeting of Ministers of Education in Bucharest in November, 1973, agreed unanimously that a new body should be set up to promote European understanding at university level.

This demand was repeated by the Soviet Union following last September's general assembly of the CRE in Bologna.

The Bucharest resolution expressed the hope that the new body would make use of "structures already in existence", a clear reference to CRE.

Since September working parties of CRE and CRE/Eastern European representatives have been trying to hammer out a compromise aimed at

Upper secondary schools have received a salary increase but the period of maximum seniority has been reduced from 18 years, which means that teachers will now be due for their various salary promotions earlier than before.

Teachers will not begin until July 1976, when they will receive 50 per cent increases. In July 1977, they will finally be entitled to the new award.

The teachers appear satisfied, especially as the Minister has confirmed his right to renew their contracts every three years. The present contract expires next year and the salary teachers intend to receive is a new one. The Minister already promised that teachers will be paid at the level of university lecturers. Contracts have yet to be signed.

The agreement also provides for 10,000 new state university places to be created in three years. And a £1,600m, five-year University Building Bill presented to Parliament is possible.

The report warns: "In today's situation of rampant unemployment combined with inflation—and complicated by the prospect of a difficult economic growth—active manpower policies should be used more intensively."

This would concern both job creation and adjustment programmes for disadvantaged groups, and such industrial training programmes for both youth and adults as have already been massively established in some countries.

The report says that opportunities to combine full-time schooling with work are much less common in Europe than in the United States and urges governments to create more part-time and temporary jobs in the public sector for both adolescents and adults who are in full-time education.

In this connection, the report draws attention to the United States work-study programme for college students and to "work-study" schemes in high schools which include part-time work often leading to full-time employment.

Recruitment education, the report argues, must remain a cornerstone of any blueprint aimed at establishing a new balance between education and growth, employment and economic stability.

But it emphasizes that if recruitment education is to become a real force in the equalization of life chances, schemes for leave of absence, with compensation for loss of earnings, are essential. They should continue throughout working life.

And to minimize the danger of recruitment education becoming "socially regressive" the report recommends that those with low incomes and little previous schooling should receive preferential treatment.

This bias to the disadvantaged should not be confined to the recruitment education sector, however. At the level of basic education, initial disadvantages due to inadequate home and community conditions should be as far as possible eradicated by positive discrimination.

... the allocation of talent and effort to emerge and be rewarded on a competitive basis.

Importantly, the report emphasizes that "equality in education means giving the less fortunate children different and more, not the same and equal educational provisions."

How to carry this through in terms of classroom methods and school organization was one of the major tasks ahead for education.

Whether there is an overall imbalance between the growth of edu-

OECD

OECD calls for reappraisal of education and work connection

by Paul Monrman

Relationships between education and work in order to produce both economic efficiency and social equity are called for in a major OECD report published this week.

Entitled *Education and Working Life in Modern Society*, the report was produced for the Organization for Economic Co-operation and Development (OECD) by a group of experts headed by Dr. Clark Kerr, former chairman of the United States Carnegie Commission on Higher Education.

Individual development and human satisfaction should become the responsibility of the world of work as well as of education, says the report. Personal fulfilment should be seen as a complement to technical and economic considerations.

Special attention should be paid to hitherto underprivileged groups of workers, the report urges. Among these, it singles out young people, women, migrants and the mentally and physically handicapped.

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Whether there is an overall imbalance between the growth of edu-

cation and the ability of the OECD countries to absorb all the skilled people is seen by the report as a fundamental question.

It says that such a situation would lead to frustration and disappointment and hence to social and political discontent.

The report argues that the position of graduate employment in the various member states cannot be generalized but that the situation needs to be watched carefully since it is not entirely a cyclical but also a structural phenomenon in the labour market.

One stimulating block to the implementation of recruitment education has been the question of who pays for educational leave of absence from work. The issue is complicated, says the report, by the diverse purposes which leave of absence serves.

It says: "Many firms already finance industrial training on a considerable scale because it provides direct benefits for the enterprise. From the point of view of individuals and society, it would be wrong to limit training opportunities for adults in those of immediate vocational interest."

"Since it is undoubtedly in the public interest that there should be an increasing range of education and training opportunities for adults already in the labour force, a joint effort by governments and by enterprises would seem to be the best approach."

Right to education and training for those in the labour force would be a major step towards improving the quality of working life. The right to knowledge and the right to speak up are two sides of the same coin.

But much more could be done to stimulate developments on other aspects of the quality of working life if experiments with new organizational forms, job design and humanized technologies could be supported by income innovation in the same way that industrial technology is already promoted on a wide scale in the public interest.

"If more varied and satisfactory patterns of life are to become a reality, financing mechanisms will have to be changed as they affect several points in the life cycle. More flexible financing of education, culminating in some form of educational driving rights, would be one major step."

But the financing of retirement incomes, of employment cessation, of education and training and of social security must be conceived and planned as a whole in order to adapt to the urgent need for more options and flexibility during the lifetime of individuals.

Such a review should consider the length of study, which was often too long in higher education; the rational for existing pupil/teacher ratios; the degree to which costs should be covered by fees, and the subsidization of student maintenance;

the allocation of funds to individuals rather than institutions; the timing of educational subsidies throughout the lives of the beneficiaries.

All these aspects involved important problems of both equity and efficiency, particularly in higher education which, as it was bound to be selective, raised difficult issues of equity as far as financing was concerned.

The report says: "As long as

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Total history

Tony Gibson describes some teachers' reactions to unfamiliar work schemes

convey ideas and information to the class. The first series of trials was a challenge talk course, directed by the teacher and photographs. In a later series, the range of audiovisual material on offer was increased and to saturation point. In either case, the distinctive feature was that the teacher made it going, and subsequently supervised special tasks arising from the class work. Fifty of the 100 students took part in the first two accustomed methods. They found the materials exciting, slightly more initial interest



Student teachers of Matlack college of education try out Living Space materials before using their own work scheme

[illegible]

In the normal traditional situation, the main thrust of the community's development ideas could be reinterpreted as being based on the following:

- (a) The main thrust was to commit resources to rural extension.
- (b) New ideas could grow, and would be superseded by better ideas, without losing face.
- (c) At the same time there were large-scale programmes—the walls of the village, the roads, the drainage, the bridge, the main road, the riverbank—wherever it was needed, which were undertaken systematically.

The effectiveness of each solution was judged by its own merits.

In the normal traditional situation

Tony Gibson holds a Special L Education of Nottingham University. He has written many articles of the material in this article of book "Resources and the Teacher". It was published last week by Elmwood Press.

and a period but also to a type

...the immediate reason for this was the

Equally striking, and still more controver-

'The Peasants of Languedoc' is a challenge to historians of other parts of Europe. Indeed the world. For anyone who has seen the history of the peasants of Tuscany of the same period? Could the approach transplanted to the very different agrarian landscapes of Northern Europe? In Languedoc the population explosion was first felt and then feared because no more food could be produced from that rocky soil. The Mediterranean dwellers were caught in the Malthusian trap. Nearer home, the same demographic pressures seem to have had different consequences. The increase in the density of the agriculture could be sustained for longer on Dutch or English soil and these agrarian changes preceded, and made possible, the more famous industrial revolution.



Tony Gibson holds a Special Education of Nottingham University of the material in this article of book "Resources and the Teacher" published last week by Pitman (£2.50).

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Constructive about a cause

George H. Haines on ideas for European Architectural Heritage Year

There was a time when only specialists discussed environmental issues and it was left to private organizations to campaign in defence of old buildings. Now it has been realized that these matters are of vital concern to everybody; and that the debate is one in which every citizen should be encouraged to take part. An understanding of the values of his surroundings is seen as an important part of the education of the citizen.

European Architectural Heritage Year offers a chance to bring this topic before a class in a realistic way and to show that old buildings are not merely an excuse for a school trip and a possibly boring lecture. It gives young people the opportunity to do something themselves and to discover that conservation is not merely one more good cause to be supported with encouraging words. The realization that the individual can do something constructive about a cause is in itself a valuable lesson.

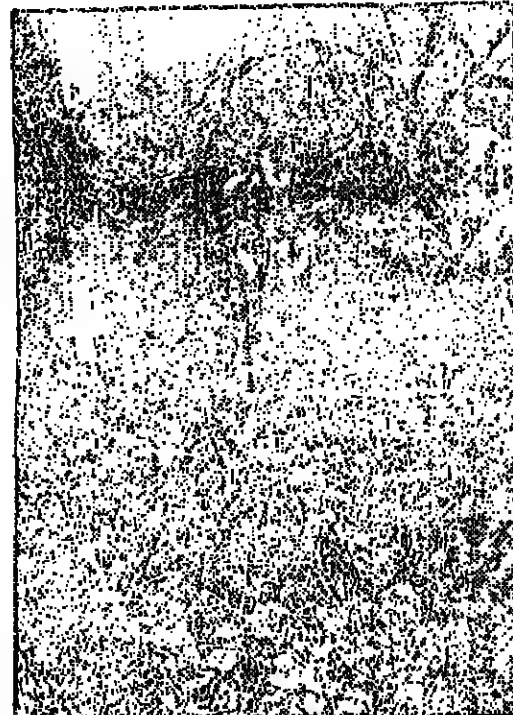
European Architectural Heritage Year is organized by the Council of Europe under the chairmanship of Lord Sandys. Twenty-eight European countries are co-operating and the campaign aims to awaken the interest of the European people in their common architectural heritage; protect and enhance buildings and areas of architectural or historic interest; conserve the character of old towns and villages; and assure for ancient buildings a living role in contemporary society.

Schemes in 40 towns and cities in Europe have been selected as pilot projects to demonstrate how restored buildings and areas can be integrated with their settings. In the United Kingdom the pilot projects are at Chester, Poole, Edinburgh and the county of Pilo. They are all striking examples of creative conservation as opposed to mere preservation.

Chester is one of our most historic towns with many fine half-timbered buildings. The project there is concentrated on Bridge Street. Many of the buildings are occupied by private residents and the scheme was selected as an example of the way in which conservation work could be carried out in buildings which are occupied.

At Poole the project covers the final stages of a scheme which has been in progress since 1965 to rescue an area leading to the quayside which was classed as a slum district in 1960-63, and which has now been made into a pleasant residential area retaining the original atmosphere.

The two schemes in Scotland show a sharp contrast. The one in Fife shows the work done by the National Trust for Scotland in rescuing derelict small houses with the aid of a revolving fund. The properties are purchased and after the exteriors have been restored and



the interiors modernized, they are re-sold to produce funds for further work. The scheme in Edinburgh will be the most expensive of the British quarter as it aims at restoring the New Town, an area in the centre of the city built in the late eighteenth century.

If activity was restricted to these show-places it would probably result in long lists of reports stored away in files. To make a real impact the idea needs to be supported in every town in Britain. Many local authorities and amenity societies are working on projects. In Leeds a group of eighteenth century cottages are being restored by a student housing organization; in Richmond, Yorkshire, the town's former rail-

way station is to be restored and converted into a garden centre; in King's Norton the Surtees' Head, which was built as a bullfight's house and courtroom in the fifteenth century, is being restored and converted into a recreation centre; in villages eyesores are being removed.

Architectural Heritage Year is one of those far-reaching campaigns which have a place for efforts large and small, and it makes an admirable focus for introducing the topic in schools. A good way of starting discussion is to make a survey of the town for part of it and to mark up its old buildings and special features on a large scale street plan.

Some guidelines will be necessary on features that should be considered, but as far as possible the class should be encouraged to make their own judgment. They will learn that some of the preservation jobs are short-sighted and do not appreciate the long-term implications of their proposals.

Preserving a building means that future generations have to live with it and consideration should be given to this factor. A special problem is the single old building retained in an area of modern development. Often such a building looks like a poor relation among the new structures and detracts from the overall appearance, rather than adding to it. It is because too few people thought about the environment in the past that we have the mistakes we see now.

Conservation areas have been designated in over 3,200 towns and villages, and plans in the local council offices show the extent of those of protected buildings. A comparison of this official view with the survey made by the class would be interesting.

In many places town trails are being laid out as a way of doing something more than just appreciating old buildings. These are routes for walks round the town which enable visitors to see the best of the town and to appreciate its

character. Once the town's features have been plotted a route can be drawn up, and a draft prepared for a pamphlet guide.

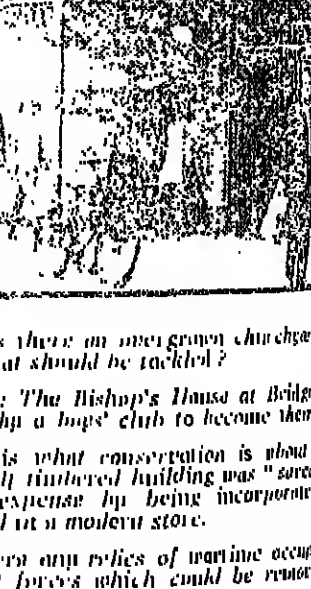
The National Council of Social Service, 26 Bedford Square, London WC1, issue a leaflet *Making a Trail* which gives useful suggestions. Single copies can be obtained free if a stamped addressed envelope is sent.

Making such a trail is not merely a matter of linking up all the interesting buildings; some selection will have to be made. In addition, it is necessary to ensure that the route provides an interesting walk. Many buildings look better if approached from one side rather than the other; the angle of lighting can also be important.

The preparation of an explanatory guide for the trail makes an interesting and rewarding exercise, especially as it offers the children the opportunity of seeing their work in print—even if it is composed of only a few sheets. Many guides for town trails are boringly historic and include such details as what was on the site now occupied by a block of flats 400 years ago. The enthusiasm and keen observation of 35 youngsters could produce a guide which would be of real interest to visitors.

While plotting the old features of the town it will be noted that some of them have been neglected, and there is an opportunity here for practical work in helping to improve their appearance. The class can contact the planning office of the local council, or the local amenity society who should be willing to help with advice.

Such efforts may range from clearing up the surroundings of the market cross and unclipping an overgrown churchyard, to wheeling away rubble for workmen. Voluntary assistance of this nature has often reduced the cost of a job to a figure that has enabled a council to carry it out within its budget.



Above left: Is there an overgrown churchyard another site that should be tackled?

Above centre: The Bishop's House at Bridport was restored by a huge club to become their HQ.

Above: Is this what conservation is about? Hereford's half-timbered building was "saved" considerably expense by being incorporated in a first floor level in a modern store.

Left: Are there any relics of wartime occupation by the women forces which could be retained?

An important aim of European Architectural Heritage Year is to assist a living role for old buildings. If there are any apparent redundancies old buildings could be given new uses for them could be considered. Some eventually to be used as a museum, others as a library, others as a shop, and so on.

Although much effort has been made to improve conditions, they are still bleak in many ways. The old buildings are often in a state of neglect, and the relics of other abandoned sites are still visible. The old buildings are often in a state of neglect, and the relics of other abandoned sites are still visible.

Many authorities are struggling to afford to pay for clearance of sites at the end of the Second World War and since then the authorities have been left with a huge task to take on.

Where permission is granted the task is often a huge one. The authorities are often faced with the task of clearing up the site, and then rebuilding it. This is often a huge task, and the authorities are often faced with the task of clearing up the site, and then rebuilding it.

Some of the more gifted children may be able to help in the task. They can be given a list of buildings to be drawn, and they can be given a list of buildings to be drawn. This is often a huge task, and the authorities are often faced with the task of clearing up the site, and then rebuilding it.

UK Secretariat EARH 195, Carlton House Terrace, SW1, for further information.

'...hooked on the ego-tripping world system'

by Anne Barnes

Work with Language series: *The Language of Religion*, Edward Arnold, 25 Hill Street, London W1A, £3.30 a pack.

The word "religion" is an umbrella term under which every shade of idea or belief can shelter. *The Language of Religion*, one of the new titles in Edward Arnold's Work with Language Project, is an umbrella title covering infinite possibilities. The pack—16 cards in multiples of six, and a much-needed teachers' explanatory leaflet—aims to give the "opportunity of exploring the importance of language in the context of religious experience" in secondary schools.

The trouble is that this is too general to be very illuminating. The examples of religious writing for discussion are from different religions, but chosen more for their language than their content, so that the collection is sometimes indigestible.

The editor suggests rather wistfully that "pupils should not be expected to appreciate the full significance" of the statements on man's law and character "unless they have an adequate understanding of the religious and cultural ethos of each religion". This is rather a tall order, and although the teacher is told encouragingly that he must go off and do his own homework, little effort is made to suggest background material. Although some of the passages are clear, many others are tantalizingly brief and inconclusive.

The 16 cards are divided into six

sections: prayers and poems; hymns and songs; the Bible; faith and stories; evangelism and initiation; and, lastly, man's law and character. They are carefully and indeed elaborately labelled—one can be momentarily taken aback by page headings like "1. The Bible, 1.1.1 (a)", but, within a limited variety of types and layouts, the designers have made each card look slightly different.

The first section on prayers and poems is the most varied. There are prayers taken from all the great religious traditions, including a beautiful Sikh prayer, and various contemporary poems and prayers. Some of them are in a easy twentieth-century idiom. There is a prayer from Bristol North Choir, a song beseeching God to "come down into the strip club, where only love is billed" and a rather frenzied poem by D. Bowering, which complains "frantically at words and words on the table and floor, and seeping through the rug".

The hymns and songs, mostly very simple ones, are both traditional and modern. The section on the Bible is perhaps the most useful, especially in terms of material for discussion. It takes some short passages from the New Testament and gives three or four translations of them side by side.

The Authorized Version of St Paul's epistle, "Have not the world, neither the things that are in the world", is matched by the Christian World Liberation Front's souped-up version—'Don't get hooked on the ego-tripping world system'. Here, he that doeth the will of God abideth for ever' becomes 'any one who follows God's plan for his life will live for ever. (Big it! This

whole plastic bag is exactly what Jesus liberated us from.)' At this point the phrase "work with language" becomes really meaningful.

It is a pity, though, that the Bible references are not given beneath the passages. It is impossible to tell sometimes whether one is reading some recent new translation of the Bible or a children's story about a saint. It is all made clear in the teacher's notes and index but it is not to do the same for the class.

The section on faith and stories is much less ambitious. It consists of little homilies, most of which are taken from BBC programmes. The section on evangelism and initiation starts with Billy Graham, and includes a fluent attack on the Jesus Movement. There is a wonderful account by Camille Lave of an adolescent initiation ceremony of the Malinke tribe in West Africa. This section ends with some extraordinarily prosaic advice on how to prepare for confirmation.

Finally, "Man's Law and Character" shows how the concept of the good man has been propounded in every religion from the time of Hammurabi, "the efficient king", onwards. It ends fittingly, with Christian statements of the concept of love, from St Paul and Bishop Trevor Huddleston.

It is a pity that so much emphasis is placed on Christian literature which is, after all, already accessible. It is a pity also that information which is essential to a real understanding of the passage and its significance seems to have sometimes been deliberately withheld in order to concentrate the reader's attention on the words on the page. If the meaning of a passage is not entirely clear, a study of its language as such is often frustrating.

A teacher's week

by A. G. Piggott,
Head of physics,
Mellow Lane Comprehensive,
Hayes, Middlesex

If you wish to indulge a perennial complex and also learn something about your students' attitudes, ask them to observe and report on your work.

To make a change from the more routine experiments my 12-strong sixth-form physics group were encouraged to do a time and motion study on me.

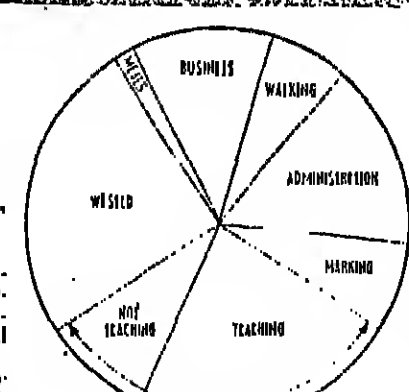
Introduction: A tota was drawn up for the five school days during which the study would be operated. It followed and recorded all his movements during the day and the journeys made inside the building.

Answers to pupils: With the first year of Piggott in strict and generally does not joke with them. Although he is strict... he is basically friendly and this prevents the pupils from being frightened of him all the time.

With the third year he is very temper. With the fourth and fifth years the burly of the lessons are less with Mr Piggott and pupils generally getting to know each other better.

Out of lesson time Mr Piggott is always strict with pupils who do anything wrong.

With the sixth year the lessons are informal and little discipline is needed.



Moods: He tends to keep in the same mood throughout the day when in his prep room... his mood changes during lessons but as soon as he goes back into the prep room he is back in an ugly or good mood.

Views and Opinions: The subject seems to have fairly well balanced views and is cooperative on interview, giving clear answers, though he tended to avoid some questions. Conclusion: The pupils like teachers thought him to be a good teacher, but he was too strict and treated them as though they were younger than they are.

Apart from personal opinion their numerical data was interesting. According to a pedometer, I walk, on average, 3.8 miles a day inside school, mainly, I suspect, because the school has no telephone system. The pie-chart shows an interesting distribution of time, while some of the sections have interesting pupil definitions.

"Not-teaching" is defined as the periods during which I do nothing definite—no blackboard work, or demonstrations, as these are defined as "teaching". Supervising experiments, set-work, etc, are all "Not-teaching".

"Wasted" time is "irrelevant chat and sitting round" probably what I would call thinking time and general morale-boosting of my department.

"Admin" is paperwork, while "Business" is arranging things with other people.

History schemes

by B. M. Garton,
Senior lecturer in history,
Wentworth Castle College of
Education, Yorkshire

Every primary school teacher knows about reading schemes. The debate continues as to which is the best, or whether you should use more than one in your school. Few people, however, seriously believe that children will acquire the fundamentals of reading without following one of the properly organized schemes. The literature on "reading readiness" and "problems in reading" is immense. Two colleges and education departments always have a room in which the possible schemes are displayed. Yet what have they in offer by way of a "history scheme"?

What do we mean by "the teaching of history"? Many primary and middle schools still retain a subject, history, with a specific timetable allocation. In others, and in many secondary schools, we find there are schemes for environmental studies, social studies or just project or topic work. For my purposes history should be regarded as any study undertaken by children that includes examining evidence, followed by explanation, discussion and pupil activity that involves the perspective of the past.

There are two major difficulties in planning courses in history. First, within the school it is often difficult to ascertain the relationship between the history taught by different teachers to different groups and classes. Most, but not all, schools avoid the situation where one child does the Romans three years running, but the avoiding of duplication is badly needed in a properly structured outline that provides clear stages of development, within the study of history, in the acquisition of skills and the construction of

Open University offerings

A new sheet giving details of Open University radio tapes and television film and videocassettes which have become available in the last month or so has been issued recently. There is a section on hire, purchase and preview.

Film may be purchased or hired by educational institutions only, for copyright reasons. Special preview showings can be arranged (by appointment only) at the university's headquarters. Alternatively, a film may first be hired, and if a point is subsequently purchased, the hiring charges will be deducted from the purchase price.

Films are normally supplied in 16mm video form but are also available on audio cassette (11" magnetic), and National Panasonic cassettes at the same price as 16mm films.

Tapes may be purchased outright and cannot be hired. They can be supplied in either open reel (33 rpm) or cassette (C30) form and generally contain two programmes each running for approximately 30 minutes each side. The university's audiovisual staff welcome any queries and arrange previews at the university as well as visits to other organizations. Details of further programmes in the series listed will become available throughout the year.

Audio Visual Sales Office, Marketing Division, PO Box 81, Walton Hall, Milton Keynes MK7 6AA.

Scottish regions

A map of the new Scottish regions, which came into effect on May 16, and the education and library boards in Northern Ireland has been published by Councils and Education Press. It is available from them for 50p (including postage and packing).

Councils and Education Press, 10 Queen Anne Street, London W1M 0LJ.

concepts. There are no published "history schemes" available for the teacher at primary and middle level. It is, perhaps, neither desirable nor necessary that such a scheme should be attempted. It would tend to encourage some of the bad teaching engendered by the old textbook series. What is vitally necessary is that teachers should get together to produce their own scheme for their own school.

This cooperation, in theory essential, but in practice so often found wanting, is not enough. There remains the great gulf between primary or middle and secondary education. Until teachers get together with their advisors and colleagues, such as the teachers' centre organizers and local college of education lecturers, the children will suffer.

There can be little doubt that full cooperation in planning work in history between secondary and primary schools is the exception rather than the rule. The reasons for this are not difficult to understand. Teachers are concerned with feelings of professional and personal pride, and above all an underlying insecurity about the rightness of what they are doing.

Safe cycling

A poster on safe cycling has been published by James Robertson & Sons (Preserve Manufacturers) Ltd with the Department of the Environment, the Royal Society for the Prevention of Accidents and local road safety authorities. It is designed for use by schools under the supervision of the regional road safety officers, county councils and constabularies, to whom the material is sent.

The poster, which measures 20in by 30in is in colour and covers a few of the techniques needed for safe cycling. Diagrams, signs, signals and instructions are presented clearly so that they can be easily identified and applied in the streets. Overlaid and turning are covered in detail as they are considered by road safety experts to be the two most critical aspects of safe cycling. Traffic signs of special importance to cyclists are also included. Orders for up to 500 are available free of charge.

Further information from P. A. L. Skinner & Co Ltd, 109-110 Bolsover Street, London W1P 7JF.

Business Aids Ltd, the specialist print room equipment manufacturers and distributors, are to introduce a series of packages of print room equipment to help teachers' centres and media resources centres in keep costs down. The company claim that by buying this way instead of an ad hoc basis their customers could make savings of up to 30 per cent.

The first package contains a WEB Perfecta adhesive binding machine, a Spine Paper and a Jogger of the same make. The second includes the three items in the first and a Turb 36 guillotine. The third package substitutes a WEB Plus-3 Collator for the guillotine and the fourth offers all five items.

Business Aids are also offering discounts on individual purchases by schools of all these products as well as other units in their range. Educational Sales Division, Business Aids Ltd, 3 Whitby Avenue, Park Royal, London NW10 7EQ.

most of children at this stage" — an opinion which however objectionable is held by not a few. The answer should be "Don't try and teach history at all; leave it to the secondary school". Such counsel is a counsel of defeat and despair, but it might be preferable to the present confusion, where secondary teachers agonize because all their best topics have been spilt by the primary school, and primary and middle school teachers complain of the sad fate that awaits their protégés in the secondary school.

Between them, the teachers of children aged between eight and 16 will most cases be responsible for all the school experience of history that most of our children will ever have. Surely we can do something to make it worthwhile. In the absence of rationally devised syllabuses planned by experts for everybody, it is up to the local teachers to take the initiative in their area. What sort of planning and cooperation could we expect?

In planning history teaching nowadays it is generally agreed that the formulation of objectives should come first. For eight to 13-year-olds it would be as well to consider some of the discussion material prepared by the Schools Council Project *History, Geography and Social Science 8-13* based on Liverpool.

In formulating objectives, it is inevitable there will be a discussion of the skills and concepts to be covered as well as the topics. What these should be and where they should come in the pattern of the overall development of the children will depend on the assessment of the local teachers. Too often, skills such as the use of encyclopaedias or how to ask questions about a document could well be developed in the primary school and then taken further at secondary level. Yet, in practice, how often does this happen in a planned and purposeful way?

History is not in danger. Environmental studies, social studies or just the project approach do not mean it. What is in danger is our children's education. Because of the failure of teachers and advisers to come to grips with the problem, they are being deprived of all the insights and excitement that a carefully planned history programme could provide.

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Further details available from the school.

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A Social Atlas of London

J.W. Shepherd, E.J. Westaway, and T.R. Lee

The maps in this atlas cover many aspects of London: its historical development, its transport networks, and the distribution of social classes, ethnic groups, housing, health welfare, education services, and poverty. It will appeal to students of planning, urban geography, urban sociology, urban politics, and social administration. It should also help all those who are anxious to understand the social patterns of a metropolis at a time when town planning is under constant scrutiny and public participation in decision-making is encouraged. £4.95 paper covers £1.95

Theory and Practice in Geography

General Editors: J.W. House, A.S. Goudie, J.H.C. Patten

Written for geography students in higher education, and for planners and administrators concerned with our physical and social environment, this new series of concise studies provides a survey and assessment of recently developed techniques and theories in geography, and indicates the ways in which these developments by relating them to specific problems. Paper covers 90p each.

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John R. Giddard

Office Location in Urban and Regional Development
John R. Giddard

Social Well-Being:
A Spatial Perspective
Paul L. Knox

Flooding and Flood Hazard in the United Kingdom
Malcolm D. Newson

Urban Social Areas
Brian T. Robson

Runoff Processes and Streamflow Modelling
Darrell R. Weyman

Oxford University Press

Continued from page 53

centrations of the assembly of iron or two marbles but with others specializing in engines, grinders and chassis regardless of model.

The future

Although the urgent need to settle the regional problem is the equally pressing need to modernize physical geography. The research emphasis on seasons and process studies has largely dissolved the traditional subdivisions of physical geography while, at the same time, displacing the emphasis on a generic view and classification of landforms, soils, climates, etc. Experimental field-work opportunities can now make the place of the characteristic "seeing eye" for landscape evolution.

Though geography has claimed to integrate man and land, the two studies have been largely independent. Now that three environmental collaboratives are available at A level (Oxfordshire—now London, and Hull), the environmental landscape studies (biological analysis) we claim as central to geography are being eroded because we have failed adequately to cover this resource: population, pollution, conservation, field.

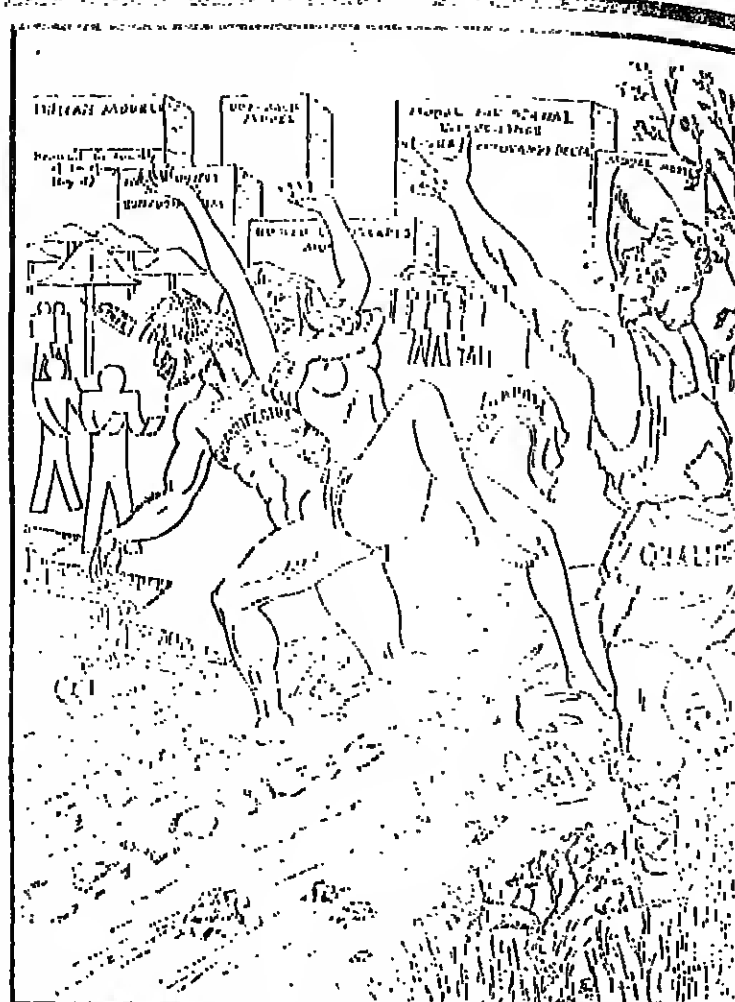
We need ideas to develop and refine our behavioural assumptions in school geography. If we are to explain decisions more adequately, we must better understand the way in which objective functions are formulated and utilities designated by both individuals and groups in terms of their motivation, role, and perception against a background of probabilities and conflict.

One of last year's better A level candidates wisely suggested the use of the nearest neighbour statistic to describe promiscuity in Lancashire's textile industry whose spatial agglomeration he was quite happy to explain as due to a damp climate and soil water.

Our O and A level geography courses are still wonderfully myopic in conveying an Eurocentric WASPish (White Anglo-Saxon Protestant) view of an ever-growing market economy. Poverty in zero-growth ghettos as well as such as collective property in Marxist-Maoist communes are equally ignored. We need to study not only spatial order but spatial injustice to make our subject relevant.

The change process

Excellent overviews of modern geography like those of Abler, Adams and Gott, Eliot Huxton and Haggett have all been available since 1972 and are obviously not enough in themselves to cause



The Rape of Geography. A view of the seduction of modern geography by quantitative methods. While the language of mathematics is now recognized as essential to social as well as physical science, it is not always clear that the language of geography is not as well as it is. Drawing from "Geography, a Modern Synthesis", P. Haggett, Harper and Row, 1972, after L. Curry, "Coulson's Geography", Vol 11, 1967.

change. Schools Council research projects put resources into selected classrooms in the belief that change can be engineered from the grass roots. Given enlightened chief examiners and not too much modernized some GCE boards have modernized considerably, though it has to be said that the state of many O and A level syllabuses is lamentable.

Ironically, the brightest hope lies in the proposed printing of A level geography by 50 per cent in form an N subject and by 25 per cent in form an R. This usurping of the curriculum must be a loss of surplus £1 and in a double effect it is a stab into the middle of the school where the work of the example, Cole and Beynon has lain neglected for so long. Geography should emerge slimmer and more useful from this exercise in about time too.

Abler, R., Adams, J. S. and Gott, P. (1972). *Spatial Organization: the geography of human development*. Prentice Hall, paperback. £1.95. Huxton, M. E. (1972). *A History of Geography*. Blackwell, paperback. £1.95. Haggett, P. (1972). *Geography: a modern synthesis*. Harper & Row, paperback. 2nd edition 1973. £1.95. Cole, J. P., and Beynon, M. J. (1972). *New ways in geography*. Blackwell, paperback. £1.95. Curry, L. (1967). *Coulson's Geography*. Young School Leaver Press. (See page 59.)

Vigorous octogenarian

The Geographical Association: an outline of its work by G. Malcolm Lewis, joint honorary secretary

The definitive history of British geography has still to be written. One of its author's tasks will be to assess the achievements of the Geographical Association (founded in 1893) in relation to those of the Royal Geographical Society (1830), the Royal Scottish Geographical Society (1884) and the Institute of British Geographers (1931). The objectives of these societies are not, and never were, defined to make their roles mutually exclusive and the absence of clear demarcation has contributed much to the variety and vitality of geography in Britain.

Nevertheless, each has made its distinctive contribution. Both Royal Societies are recognized for their achievements in encouraging, supporting and communicating the results of geographical research. Although still youthful, the Institute of British Geographers have already raised the status of academic geography in Britain and forged fruitful links with the centres of geographic thought and innovation elsewhere. During the past three decades of university expansion and polytechnic development, geography has grown faster than most traditional disciplines. For the rate and quality of this growth members of the Institute have been largely responsible. For it would not have been possible without developments in school geography teaching, for which the Geographical Association can justly claim much of the credit.

The Geographical Association have always been involved in the promotion and development of school geo-

graphy teaching. Concern for teaching methods and the content and substance of what is taught as geography have never been far from the centre of the association's activities. Indeed, their formation was a direct consequence of an attempt by B. B. Dickinson, of Rugby, to establish machinery to make arrangements for exchanging lecture slides between teachers. Appropriately, the association's first periodical was called *The Geographical Teacher* and several early officers were as distinguished for their contributions to education as for their work in geography. Sir Halford J. Mackinder, a founder member and early president, started a great adult education movement and helped to found Reading University. Between 1906 and 1914, Professor A. J. Herbertson, the association's honorary secretary and editor, organized five biennial summer schools at Oxford. More than 850 teachers were trained or retrained to form the nucleus of those who were to teach the then "new geography" in schools. This concern for education continued under Professors H. J. Flourens and Alice Garman, whose periods of secretaryship extended from 1917 to 1967. The association were then the largest geographical society in Britain and one of the largest of the subject teachers' associations.

The future historian of British geography may conclude that the greatest achievements of the Geographical Association during its first seven decades were in secondary schools. By the early 1960s, geography was one of the most popular subjects at O and A levels and geography teachers had attained a status within the profession. Retrospectively, geography in schools was perhaps in danger of becoming too entrenched. Two developments, however, were still to come. The first was the introduction of the "new geography" from the United States through British universities, and the restructuring of the educational system.

The changes are by no means complete and for the past decade the Geographical Association has been significant in helping to initiate direct change and assisting teachers responsible for implementation.

Continued from page 51

For example, the Standing Committee on the Role of Models and Quantitative Techniques are currently planning a joint study conference with the Mathematical Association. They are also negotiating with the National Development Programme in Computer Assisted Learning over a trial project which will help teachers who want to use computer assisted learning techniques. The Universities and Polytechnics Committee have already asked the Institute of British Geographers to produce a detailed guide to first-degree courses in geography in Britain. They are producing a revised edition with a commercial publisher. Together with the Information and Documentation Centre for the Geographical Association, the association is hoping to sponsor a meeting between

Dutch and British authors of school textbooks to review their respective treatments of each other's countries. In the event, a joint study conference has been proposed jointly with the Department of Education and Science and the Association of Agricultural Geographers. These and many other collaborative ventures are seen as an extension of the association's traditional activities, organized through their conferences, schools and 75 branches, and promulgated through their publications. The British Landscapes Through Maps series has set a high standard in interpretation, through Ordnance Survey maps, the development of the principal types of landscape. The handbooks for geography teachers, both primary and secondary, continue to be revised and updated. The Geographical Association are fortunate in having a large and reliable membership. The cost of

servicing them from Sheffield is considerably less than from in New London. They are also fortunate in having an efficient administrative staff, but their objectives and achievements must continue to reflect their members' involvement. Occasionally the association's policies have perhaps been over-influenced by university-based officers, but if they are to serve geography in schools their work must, wherever possible, be steered and continually undertaken by school or college-based members. The present reserve of able and experienced teachers is considerable. The association are anxious to draw on it to better advantage than in the past. Indeed, it is vital that they should find ways of doing so if they are to meet the continuing challenge and opportunities of the new "new geography" during a period of major structural changes in the educational system.

Love match or misalliance?

Peter Hore, Avery Hill College, takes a hard look at "integrated studies"

Since the cartoon opposite appeared I think Geographica has almost come to terms with Quantifactor: he is not such a bad chap really and she has even managed to smooth off a few rough edges. The only trouble is that Quantifactor's charms are so irresistible a new suitor has emerged, determined to carry off the lady yet again.

Now old Quantifactor knew roughly where he was going and, apart from the odd crisis, was confident about his own identity. His rival is an altogether different character: there is a hint of schizophrenia in his behaviour and he is not at all clear as to where he is going.

Sometimes he operates under the name of Integrated Studies but at other times he calls himself Social Studies, World Studies, Environmental Studies or even Humanities. This is a bit cynical when one bears in mind his rapacious tendencies.

As luck would have it Geographica finds Integrated Studies not unattractive. Who can blame her? This new man is friendly, by way, the latest gear and has a last line in educational patter, a kind of Kojak of the curriculum.

What can a poor girl do? At home she is still trying to come to terms with Quantifactor and at times even yearns for her old lover Quantifactor. She is also aware that all is confused in the Kingdom of Education and, taking a surreptitious peep at the latest Black Paper which has been smuggled in, reads dire warnings about falling standards of literacy and numeracy. She begins to worry about the possibility of declining geographicacy and that night dreams of an NFER report on the subject in 1984.

Fifty-four per cent of 16-year-olds do not know that Paris is the capital of France. 62.8 per cent of all secondary school children are unable to give a six figure grid reference and (the final humiliation) 98.2 per cent of those taking A level have never heard of the name of Monty Python. At this point we can say farewell to poor Geographica and get back to reality. Her imagined plight is, after all, the oblique way of raising the dilemma faced by geography teachers in many schools today. The problem geography faces in relation to integrated studies will

absolutely not be helped by adopting a "fact" to the teachers' mentality. On the other hand, I am far from satisfied that current innovation involving geography and other subjects is doing anything much good.

It is true that our own house is by no means in order, but in comparison to integrated studies, our difficulties are small ones. It is critically important, therefore, that teachers engaged in curriculum development need to be absolutely clear as to what they are doing and why they are doing it. If geography is to be involved it is vital they know what the subject should contribute and why it is contributing.

Richard Pring has pointed out that the value of integrated programmes is not self-evident. Whatever the weaknesses of the subject based curriculum it has been supported by a theory of knowledge, though it may be deficient though it may be. In visiting many schools that are running integrated schemes I am aware that theoretical justification for what is being done is either not present, spurious, or dangerously vague. The geographer faced with the possibility of integration must satisfy himself that the reason for the change are in fact really worthy and have as their justification the existence of his own subject on the curriculum.

Of course theoretical support does not have to come solely from ideas about the structure of knowledge. It is a critical area but underpinning can be derived from the needs of society. Although when the word "need" is uttered the geographer might to ask immediately what people mean when they use it.

Subject integration is found under a number of different names. What actually occurs in each individual case varies considerably. Whatever the combination it is called by a name in established what style of programme is planned; for example, whether it is, on the one hand, a child-centred, activity based programme, or a more subject articulated, teacher directed scheme. If the former style is blimped then the greater the problems for the secondary specialist and the more the implications for different classroom organization, resource accessibility and teaching method in general. If all this happens in

a mixed ability context, which is common, the average secondary school teacher must ask some fundamental questions about his traditional methods.

The end result of a blunt of curriculum planning in school may have less to do with rational analysis but much with the exercise of power. Professor Musgrave has remarked that proposals for integration often lead to an undue concentration of power. No matter how benign the process, an individual subject must lose a considerable degree of autonomy. Any future change in the geographical input, for example, can only be done by reference to all the other parties involved or convincing the person in charge.

This was what the other way. If the head of the team is a geographer of powerful personality, the final syllabus might show an unbalanced bias in a certain direction. Before embarking on an integrated scheme some time should be spent considering the risk of the whole thing. I am not trying to do this. I am just saying that, for him, he must be emphasized that regardless of the economic state of the nation, integration is costly both in terms of money and personal effort. The old system had one virtue, it was cheap, not only because it relied on a very narrow range of physical resources, but also because it placed the burden of the change on the teacher having to justify what he or she was doing.

The system, as Bernstein reminds us, was predicated on separation; integration destroys separation and as such puts the teacher in an unstructured and insecure position. He is thrown back much more on to his own devices, there is a weakened relationship with external supports, the teacher has to work hard to achieve status and credibility.

A final issue—does integration serve to emphasize divisions within our society? There appears to be a fully strong correlation between the development of integrated studies, the comprehensive school and/or children with less than average ability or those who are poorly motivated. Naturally when one looks at selective schools there is not much to be found in the way of integration.

John White has written that this represents a shift away from the radical tradition in secondary education. Rather than provide the same broad, liberal education for all our children, we are providing one kind of curriculum for some and another kind for the rest. This is a debatable point but needs serious consideration. One thing we can be certain about is that much subject integration is neither radical nor progressive. White and Young pointed out recently in the TES that much of what is being suggested as "radical" is just a cry that a particular commodity, social science knowledge, was not being effectively marketed in school. Geographers will gain nothing by wrapping themselves up in a protective cocoon and whether they like it or not they will probably have to tackle curriculum innovation sooner or later. Whatever form the innovation takes the geographer must be clear about his role within it. Otherwise there is a danger that his unique viewpoint will be obscured and children will have a window on the world closed.

Geography in Schools

Living in the Modern World

General editor: R. A. Beddall, B.A., Senior Adviser, Humanities, County of Avon, formerly Senior Lecturer in Geography, Avery Hill College of Education, London

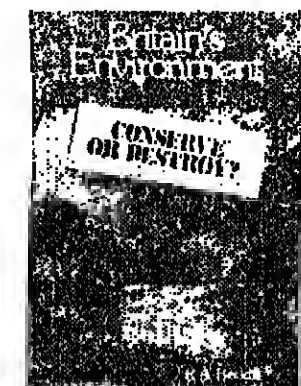
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Fieldwork a menace?

Its popularity may lead to its decline, writes Dr Christopher Board, of LSE

Until recently, it was thought necessary to encourage, even to goad, teachers, schools and authorities into undertaking geographical fieldwork. For many years advocates of the Geographical Association, particularly James Poirer, Charles Simpson, Geoffrey Hutchings, Sidney Woodbridge and Charles Fagg, extolled the virtues of teaching geography out of doors, or through the medium of the field.

Apart from this theme of acquiring an understanding of the environment through experience, there was strong pressure for local studies. These were by no means unknown but were strongly advocated by the same group of enthusiasts and their disciples. Woodbridge, for example, complained of the cult of 'rather whiffles'.

But it was Frank Monkhouse, in his inaugural address at Southampton in 1955 who injected the right note when he reminded his audience that we could still be explorers if we tried to look with understanding of our own surroundings. 'You might have had to join the Army or Royal Navy to see the world, but there were discoveries to be made round the street corner or at the end of the garden. If only you applied your senses.'

Proponents of these ideas must have been encouraged by the wave of interest in the countryside in rambling and touring during the 1930s.

In the ten years before the Second World War these experiences were enjoyed by the three fortunate and the pressure of numbers was rarely felt. It is the popularity of fieldwork which may now lead to its decline. Forces have been let loose by the effects of large numbers of field parties on the countryside and the resulting forces that are at work in limiting the fieldwork done.

The exponential growth of field classes in the post-war era can be traced to the early efforts of groups such as those at the University of London's Institute of Education and the founders of the Field Studies Council (formerly the Council for the Promotion of Field Studies founded in 1943).

For long their enthusiasm reached a university of teachers and pupils, mainly from grammar schools. Recent changes in the education system, and particularly the introduction of the CSE, with an important fieldwork component in the mid-1960s, has increased the amount of fieldwork being done. Not only are examinations blamed for this state of affairs because an increasing number of schools whose pupils were entered for O and A level geography examinations began to organize field classes; the number of field study centres owned by I.C.S., the Field Studies Council, the Youth Hostels Association, schools and independent organizations increased from 67 in 1965 to 197 four years later. At present there is a campaign to develop urban studies centres.

Compelled by this rising popularity of fieldwork was an equally insistent demand for information on how to do it. Easily accessible publications did not generally appear until the 1950s when, for example, the Institute of Education's *Geographical Excursions in and around London* was quickly followed by Woodbridge and Hutchings' *Geographical Fieldwork for Students and Teachers of Geography*. The now considerable choice of information is, however, largely the result of work in the last decade or so (see a review of recent books by Henry Wilks in *Geography*, September 1973).

Finally, some have seen fieldwork as an attractive way of providing an interesting, less able pupils and the press has suggested that local visits are used to help counteract half-mind schooling and staffing problems.

Problems have not only been created by the much larger numbers involved in fieldwork but also by recent changes in marking. Traditional geographical fieldwork designed to develop an eye for country proceeded by observation and recording. This was time when geographical methodology concentrated on landscape and morphology, but inadequate for a geography that gave at least equal weight to functions and processes.

The focus for the field investigation of problems and hypothesis testing sometimes led to almost mindless data collection. Frequently, and particularly when related to urban hinterlands, information is collected by interview from shopkeepers and customers.

This is by no means confined to school studies; one of my colleagues has written to recount that a student sent to do a farm study was not by the farmer who gave him a cycle-styled sheet with all the information he wanted. This is reducing the element of observation and inquiry over below that of the level of the census enumeration.

Of course, increased numbers inevitably increase the level of activity and bring to light examples of environmental mismanagement and badly conducted field parties.

The trends outlined here culminated in the launch of the *Conservation Year* and the identification of the problem of over-use of field study facilities and proposed solutions. In November, 1970, *Geography* published a report by the G.A. committee on over-use. The heightened consciousness in favour of conserving vulnerable parts of the environment and increasing awareness of limitations of privacy by official and marketing agencies emphasized the problem.

One proposed solution was spreading fieldwork over much wider areas, but inevitably areas near the large concentrations are more vulnerable, especially with the current need to reduce travelling costs. It is especially urgent to protect 'classic' localities. Not only tourists but field parties now group round the sites. A teacher on Box Hill, in Surrey, recently saw six parties from London schools in an hour and a half one Sunday afternoon.

Part of the trouble is that 'classic' sites are well publicized. Indeed, merely by listing some sites of special interest that should be conserved, one is exposing them to risk. This is the reason why enterprising teachers who discover a

good site for field teaching, or a helpful farmer are, understandably reluctant to share the information. At least there is no need to hypothesize testing in the field a 'classic' area or site.

However, restricting information is scarcely a solution that is worthy of educators. Some other solution has to be found. Some of the pressure could be relieved by encouraging more urban fieldwork, and more emphasis on observation of only of buildings and their urban traffic and pedestrian behaviour on a smaller scale. Streetwork and urban trails are excellent developments adopting this method.

It is now widely believed that restricting fieldwork to these areas where you are competent to do out parties of children or under the problem of over-use will be eased if not solved. This could happen if only teachers with their Leadership Certificate are allowed to take parties out. Recreational leave should be the last resort of certain types of fieldwork so that there is considerable pressure for certification. Certification implies training, even testing, and in the long run can improve the quality of fieldwork.

It is often pointed out that the introduction of driving tests in the motor car and the resulting reduction in the number of cars on the road is a good example of certification. The geographical fieldwork would need to be appropriate to the type of work done. They are afraid that 'the PE boys' take over and that the quality of the work is not high and that it is not a fieldwork study. Certification can only be a partial solution in that it can reasonably be applied to some of the work in the profession and to slowly extended to existing groups who are able to undertake similar work. The quality of the work will be improved by the training of new teachers. Such training can never be able to eliminate the fact that of the teachers who face a syllabus including complex fieldwork, most are young and have not had the experience of the half-century to keep them going round the sites while they read in the nearest pub.

In the short run I believe only a code of practice for geographical fieldwork covering logistics, safety and behaviour as well as method will meet the situation. It should relate to what is likely to be a fieldwork study and a fieldwork study should be a fieldwork study.

It may be that school fieldwork needs different treatment from university and polytechnic fieldwork. For one thing students in the latter are no longer entitled to require their teachers to do it for them. The G.A.'s Standing Committee for Field Studies is actively engaged in a code of practice for fieldwork. It is a code of practice for fieldwork. It is a code of practice for fieldwork.

Dr Christopher Board is Chairman of the Geographical Association's Standing Committee for Field Studies and senior lecturer in Geography, London School of Economics. Although the views expressed here are based on a representative discussion of that committee, they are not necessarily the views of the standing committee as a whole.



Six parties in an hour-and-a-half on a Sunday afternoon.

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Young school leavers on a Greenland expedition. The inflatable boat with outboard motor was used for short jaunts on the fjord.

'... always a little further'

Support for school-age expeditions. By John T. H. Allen, executive officer, Young Explorers' Trust

Is young people the word 'expedition', like 'leader', conjures up romantic and emotive images. The teacher-organizer of an expedition who suggests that his pupils might like to become involved in exploratory work abroad is holding out to them the offer of a new dimension in living. Immediately the blood quickens, the heart leaps.

So often the idea becomes sterile because the organizer cannot see how to raise the cash. Sometimes, too, he fails to seize the opportunity which is there, because of lack of imagination, or doubts about his capacity to take on and overcome all the inevitable management difficulties—the research, the planning, the organization, the directing, the controlling and the leadership. More often than not his doubts are unfounded. There will be others to share the responsibilities, given his inspiration, there is also a wealth of accumulated experience and expertise available to him, and quickly available.

The Young Explorers' Trust is the association of British youth exploration societies. It provides advice, information, 'approval' and 'approval and grant-aid' to organizers of expeditions which intend to operate wholly or outside the British Isles. Groups within the Trust meet to exchange ideas and information about topics (for example, food, equipment, training) and about places. The Trust and its members are available to them.

Take a year a bulletin and four times a year a newsletter disseminate recent information. An annual symposium is held in October; specialist speakers are invited and discussion groups debate problems of expedition organization. The 1975 symposium is to be held on October 31st at 'Expedition House' and 'Wellington'. Member and non-member schools are invited (see footnote).

Annual membership of the Trust for October 1, 1975, will be £5 for groups, such as school societies, and £15 for individual organizations, such as the Yorkshire Schools' Exploring Society. An individual adult may join at £1 a year. Any person or group may join who has an interest in the promotion of expeditionary work abroad in holding out to them the offer of a new dimension in living. Immediately the blood quickens, the heart leaps.

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A European perspective

By Alan Browne, Andrew Reed and John Tuppen, of the geography department, Bognor Regis College of Education

Besides the field courses conducted in various parts of Britain in the past seven years, the geography department at Bognor Regis College of Education has undertaken field studies with students in West Germany, France, Netherlands, Spain, Switzerland, and Poland.

An average of three continental visits a year has been possible through a sympathetic principal, a cooperative local authority, curricular support, a number of financial sources, such as research foundations, the thoughtful back of fees obtained by publicizing the results of the investigations in various media, the generosity of the five members of staff in devoting time, energy and money invariably in vacations, students who consider the costs worth their while and adapt to a variety of rules from curfews and dishwashers to vehicle maintenance and refuse disposal, and last but by no means least a location giving a selection of cross-channel ferries which puts Strasbourg as close as Newcastle and Marseilles as close as Liverpool.

Two recent excursions of 1,500 km using the college transport have been cited in a person a mile—a worthwhile investment.

The type of work undertaken falls conveniently into three categories. The bread and butter is a most rewarding exchange scheme which the department has with the equivalent department in the Pädagogische Hochschule, Göttingen, whereby upwards of 25 students visit each other's college for 15 days in alternate September.

Over the seven years a considerable body of expertise has been accumulated which feeds back into college courses and via the students into the classroom. Besides studies in and around Göttingen and the Lüneburg valley each biennial visit includes a few days in other areas such as the Harz mountains, Lüneburger Heide, East Friesland or the Ruhr. Such an arrangement helps in cushion the effects of escalating inflation and unfavourable rates of exchange.

More recently through the auspices of a Polish member of the mathematics department an exchange scheme has been inaugurated with Gliwice Polytechnic, in Silesia. The experience of living and travelling and mixing with students and people the other side of the iron curtain, which we had previously viewed from one angle only, would be sufficient justification for the scheme. But when studies are made of Warsaw, pollution in Katowice, the new town of Nova Huta, the Lenin steelworks and resorts in the Tatras mountains where the trade visits have their rest centres, and visits arranged to Auschwitz concentration camps and trips by raft down the river Danube the experiences are memorable. Inward journeys via East Germany and outward journeys through Prague and Czechoslovakia make it indelible.

For student teachers in training there is also the prospect of studying foreign educational systems, and school and college visits are made. Comparisons are made and conclusions drawn. There is also the unavoidable experience of 'foreign' approaches to geographical field teaching.



The "strawberry special" at Orsières, in the Swiss Valais. Its repercussions of the introduction of the strawberry reverberate through the human ecology of these valleys.

In the scramble for status and academic respectability the Pädagogische Hochschule have not lost sight of their principal objective to produce teachers. Pedagogy and didactic still figure prominently in the curriculum and take precedence over academic excellence and scholarship in the discipline.

In spite of this emphasis field teaching has hardly progressed from the eyeballing-in-the-couch technique. The Hochschule's immaculate turn-out testifies to their unfamiliarity with spade-work and using the soles of their boots.

A product of the exchange has been a healthy mutual respect for our inquiry methods and their regard for the expert. The gap between our preference for finding out and testing and theirs for telling has been narrowed and a compromise has emerged acceptable to both sides.

What is innumerable is the impact it has made with successive groups of prospective teachers. If the benefits are as immense as those gained by the staff and the friendships as close as those forged between the members of the respective staffs then whether we remain a member of the EEC is academic.

Equally rewarding is the second of the categories. This is the opportunity to engage the students in a genuine research project. Visits over three successive years to Pays des Trois Dromes, in the Swiss Valais, analysed the conversion of an alpine community from a predominantly subsistence way of life to a commercial economy. The repercussions of the introduction of the strawberry reverberate through the human ecology of these valleys.

Romantic textbook images of transhumance were modified in the light of experiences gained with herds at over 2,500 metres. Reorientation and renewal of the traditional economy has followed in the wake of the innovations. Tourism consequent on the

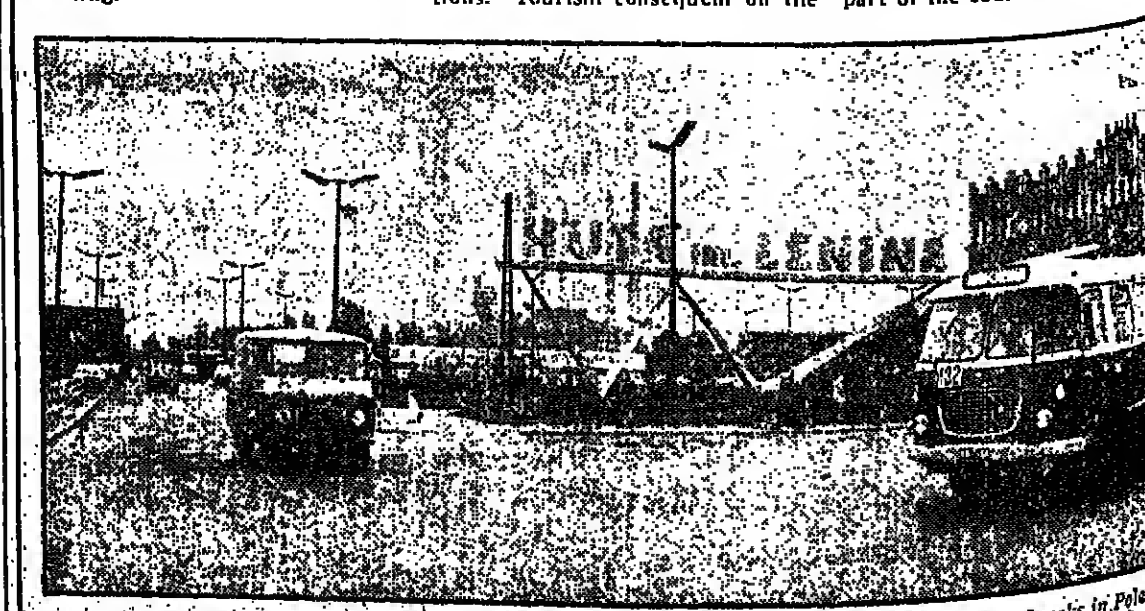
opening of the Gt St Bernard tunnel injected a further dynamic. Transhumance still remains the basic heartbeat of the Alps but has had a transplant. It remains to be seen whether it rejects the

The Spanish research project undertaken with the approval of generous cooperation of the EEC section of the Spanish Ministry of Agriculture. It involves making the process of resettlement of less than 100 years ago in new villages on the desert made fertile by the irrigation of irrigation. It is a massive investment of money and for which goes to the root of one of the universal problems—that of getting the human side out from rural to urban areas.

Interspersed with the exchange and the researches have been more conventional field studies programmes based on one or two centres and organized outside. Their value has been enhanced by the extended periods of study by various members of the geography staff at the universities of Caen, Rouen, Strasbourg, Aix en Provence and Göttingen.

Since there is little different to do for a south coast college to undertake field investigations in France or in the Celtic fringe of this country it is rewarding to gain first hand knowledge of French new towns as well as Crawley and growth strategies along the Selva Valley in commerce with various South-East planning agencies. The Languedoc-Roussillon, tourist development which does south coast provision such as Brighton and Brighton Marina, the effect of a frontier as in Alsace of which we have no equivalent, and the sheer immensity of Europe.

It is hoped that the approval of a CNAU BA (Western European Studies) will widen the scope of the opportunities as it becomes an integral, and not an optional part of the course.



The Soviet influence in Poland is evident in new industries. Now Hut has the largest steelworks in Poland.

Schools Council projects

1. For 8s to 13s. By Gordon Elliott, senior research officer (geography), University of Liverpool School of Education.

Has geography a place in the middle-school curriculum? If so what are the best ways of teaching it to young children? These two questions have been central to much of the work carried out by the Schools Council Project since 13 history, geography and social sciences at Liverpool University during the past four years.

In looking at these questions we have worked closely with schools throughout the country. Our approach has emphasized partnership, consultation and a two-way flow of ideas between teachers and members of the project team. There has been no centrally produced course, based on our perceptions of what is right for schools. Instead, we have learnt and continue to learn by exchanging ideas with teachers.

The outcomes have been numerous and diverse. For example, a working party set up on L.E.A. initiatives benefited from some of the project's ideas in producing guidelines for middle school geography. On a smaller scale, but equally significant in our estimation, was the use of project experience by a comprehensive school in the development and resourcing of a first year humanities course. But readers of the TES will probably have easiest access to the project's work to the form of published materials. Collins/ESL, Bristol, will

2. For young leavers. By Trevor Higginbottom, project national co-ordinator, Avon Hill College of Education.

The Schools Council 'Geography for the Young School Leaver' project's strategy for dissemination and implementation is based on a threefold approach: first, the publication of teaching materials which exemplify the project's philosophy and provide immediate practical support for teachers; second, the creation of local curriculum groups in every L.E.A. in the United Kingdom to provide a collaborative framework for teachers wishing to implement the project; third, collaboration with the examining boards to help schools relating to developing courses and examinations relating to the published materials.

This strategy is now gradually being translated from theory into practice. As project national co-ordinator during the past year, I have been assisted at the regional level by 12 regional coordinators and in each L.E.A. by a local co-ordinator. A review of current progress raises several issues concerning the management of curriculum development in geography.

Many teachers have shown a willingness to attempt to implement the project's work in the classroom. By September more than 1,500 schools will be using the published materials. The key issue, however, is not how much material is being purchased but how it is affecting teaching styles and pupil response. For example, does the individual teacher place more emphasis on objectives than on the resource items? Does the project create an identity crisis for the teacher with its emphasis on values and attitudes? Do the materials create flexible learning situations and encourage the teacher to adapt the project's philosophy with more able and younger pupils? We shall need to wait for the evaluators' reports before making any objective judgments on these matters.

The second element of the project's strategy has so far involved the formation of active local curriculum groups in more than 80 L.E.A.s. Group activities have focused particularly on the development of local resources and case studies relating to the published materials, the creation of further curriculum units, the preparation of syllabuses and assessment procedures and assistance with further dissemination at the local level. The teachers have emphasised that the benefits of this type of collaboration have been both psychological and pragmatic.

Progress in establishing local groups has, however, been slower than was originally hoped. One



With the help of project materials Somerset primary school children learn about modern geography is about.

he producing them during the next two years.

Among them are materials for children which attempt to do two things. First, they give children a taste of what modern geography is about. Secondly, they provide a set of resources for classroom use on which teachers can build. In this context the teachers' guides, produced with each set of materials, play a central role. These guides not only suggest how to use and adapt the pupil material, they also introduce the teacher into the thinking which lies behind its selection and interpretation.

Take the case of *Rivers in Flood*. This is a multi-media package which introduces children (aged 10 to 13) to two case studies of recent floods using text, slides and tapes. In it we have tried to capture children's interests by dramatic first-hand accounts of how the floods affected two small villages. We then explore the causes and consequences. Why did the floods occur, can we reconstruct this from the evidence, what factors affected their course and intensity, etc?

In doing this we are introducing children to the methodology of

modern geography, encouraging them to ask the sort of questions a geographer might ask, and giving them data from which to find some of the answers.

They are also given the opportunity to look at the problem on a variety of scales by studying floods on some of the world's major rivers, like the Rio Grande and the Ganges. In the case of the Ganges they are encouraged to reflect on the awful problem of countries trying to cope with massive floods with scarce and inadequate resources. They are also asked how people living in flood plains adapt to the threat of recurrent inundation—a problem that is occupying the minds of politicians and engineers, as well as geographers, because it vitally affects the lives of millions of people.

Implicit in all this is the belief that geography is what geographers do. It is an activity based approach and demands involvement on the part of the pupils. We think young adolescents ought to be actively involved in learning. The belief has been firmly strengthened by the experience gained in working with schools during the past four years.

It has not always been easy to obtain second-hand for teachers undertaking the work. There is clearly a need to demonstrate the benefits of local curriculum development to headmasters, and to reduce the financial barrier so that more staff time can be made available for in-service work. (At a time of economic stringency it is worth remembering that this collaborative style of implementation can provide valuable cost benefits.)

One further problem results from the varying size and form of some L.E.A.s. Effective collaboration is far more difficult to achieve in rural authorities than in the urban authorities, where often all members of the group can travel in meetings in under half-an-hour.

Developments associated with the examination boards have proved to be an important aspect of the project's dissemination and implementation strategy. Many teachers are involved with CSE because they do not wish to distinguish between examination and non-examination pupils. Mode 3 CSE schemes based broadly on the project have been accepted by all the boards.

Recently there has also been a demand from teachers for Group Mode 2 CSE schemes which require the boards to set the examination element of the assessment. Five boards—Metropolitan, Welsh Joint Examination Committee, Yorkshire Regional, North Western Associated and Lancashire—are considering this possibility. Several O level submissions relating to the project have been made to the GCE boards.

There is one vital lesson to be learnt from this phase of the project's work—we need to give almost as much consideration to the management of innovation in geography teaching, at both the L.E.A. and school level, as we do to the nature of the innovation itself.



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Times Books

The two faces of FE and HE

1. David Couper, Luton College of Technology, sees a decline in professional courses and the failure of geography to impress the business world.

Decision time is approaching for geographers in further education. They must decide whether to participate in the restricted courses coming from the business and technical education councils or to accept an educational role which is more purely academic.

Numbers of pupils taking GCE, A and A level courses have increased in some areas where colleges have been an alternative to school. In other areas, particularly those with skills-based colleges, entry to further education colleges offering similar full-time subjects has been restricted to the 16-18 age group.

The demand for part-time courses for GCE qualification has also increased. In a time of financial stringency local authorities look closely at commitments to decide the viability of courses, and GCE courses have not been spared.

More disturbing is the decline in the professional courses and the failure of geography to make an impact in the business world. The message of the "new" economic and social geography which has been resounding in the universities is not being heard in the houses of commerce and industry. Geography is not a vocational science in those places but a nice descriptive account of what goes on where, or plainer, what is where.

After 20 years of analytical geo-

graphy, this is not a satisfactory state of affairs. What can business, however, and local state as relevant to the location of modern economic activities. This is a basis of regional planning in Europe, Europe and they are relevant to understanding our cities, to reality and systems are part of our everyday life, even if we do not speak of them in these terms.

Students entering the colleges from the "new" economic and social geography are not by means all students appreciate their reality, apply it to their own lives and to the world around them. One examination and let one small section in its final paper which can be construed as geographical. This, for a subject which can teach market centres, distribution systems, and perhaps less frequently trade, seems ludicrous. Similarly, the Institute of Bankers is playing economic geography out of its course.

The danger is that they may not have the chance to do so. The professional institutes, for so long the backbone, are gradually withdrawing their support from geography as they revise their syllabuses or their membership qualifications. The Institute of Marketing has withdrawn economic geography from its part one examination and left one small section in its final paper which can be construed as geographical. This, for a subject which can teach market centres, distribution systems, and perhaps less frequently trade, seems ludicrous. Similarly, the Institute of Bankers is playing economic geography out of its course.

Continued opposite

2. A more cheerful picture of increasing popularity at degree level—where the alternative are many—is presented by J. P. Carr, principal lecturer, Middlesex Polytechnic

In the present academic year, the number of applications for degree level courses in geography suggests that the recent steadily increasing demand for places is continuing. While much of the demand conforms with the general increase in competition for places in higher education, particularly in the social sciences, the growing popularity of geography is most marked and not easily explained.

Discussions with geography students indicate that greater public concern for the environment is having some effect, widening school leavers' perception of geography as a subject directly concerned with such matters as housing, possibly, to active roles in the analysis and solution of socio-environmental problems. A further factor influencing choice is a greater familiarity with those professional geographers whose public concern for the environment is reacting a much wider audience.

Increasing demand is all right for the schools of geography, but it might be wise to assume that public interest in the subject is not universal. Restructuring of the subject to increase its capacity for dealing with crises of environmental exploitation.

Although geography in the universities has not expanded enough to meet the demand (and many of the newer universities do not even offer the subject), significant and rapid growth has occurred in some polytechnics and colleges of technology where there are more than 20 degree courses and well over 2,000 students pursuing programmes in which geography features as a major or minor subject. It would be wrong to see this growth as dependent on the

apparent inability of the universities to absorb more geographers, for in many polytechnics and colleges the subject is long established. Some courses were flourishing before the Council for National Academic Awards began, having their roots in the University of London external degree system.

For the prospective student, polytechnics and colleges offer a wide range of opportunities. As well as direct specialization in geography, there are also geography components in other courses. With such a rich variety from which to choose, it is advisable for applicants to write to the relevant colleges or polytechnics for as much literature as possible if an informed choice is to be made.

This variety is principally the result of dissimilar patterns of institutional growth and the circumstances under which geographers have participated in course development. Where concentration has been on separate or joint honours degrees, changes have been largely internal to the established pattern of geography. "Modernization" may well have occurred but perhaps without substantial movement from the status quo. Although some of these geographers involved might have wished for a more radical posture, there can be no doubt of the market attractiveness of the orthodox honours degree course.

Such courses are available at the polytechnics of Kingston, North London (jointly or jointly with history), Portsmouth, Plymouth, Lancaster, North Staffordshire, Middlesex (jointly or jointly with economics) and Cambridgeshire College of Arts and Technology (single or joint honours).



The living analogue of society and environment. In a project in the Society and Technology degree course at Middlesex Polytechnic a student observes the hive and its bee population at close quarters.

Continued opposite

Although the Ordinary National Certificate route to membership still remains.

Without this professional institutional interest the case of geography is weakened as other subjects gain. Geography has no modern representation on the Technical Education Council and its interests may well be confined to Programme Committee if it is possible for can geography, planning and land use, and the Social and Technical Education Council's Programme Committee. The Social and Technical Education Council's Programme Committee of geography, if it is a subject that geographers contribute, this is a topic in which they have real expertise.

Geographers have long seen the liberating value of their subject. There is an opportunity to broaden the student mind to see valuable technical material, especially to those who will become the lower and middle management grades. It is imperative that geographers insist that they are not to be the business and technical education council's. If they are unable to persuade the councils and their programme committees that geography is vitally important in most of the courses, it is a pity that the subject is being excluded from the curriculum.

Continued opposite



College geography students on a visit to Luton airport. "Networks and systems are part of our everyday life."

Continued from opposite page

structure and support, the future will be bleak. Some colleges may look to the Diploma of Higher Education as the road to salvation. Although there is the possibility of some expansion of work here, the scope whence many present-day students are drawn will remain unchanged. There will be no geographical education for the 16 to 18 and 18 to 21-year-old non-academic. Little research has been done on the generation of geographical courses for these students, but we are convinced that the subject can be made interesting and valuable for them.

The size of the groups taking GCE A level and university level courses encourages the belief that students do not regard geography as irrelevant to their interests and needs.

Continued from opposite page

tuition an honours classification may only be achieved after a further fourth year of study has been completed.

At Middlesex Polytechnic, within the social science degree course, geography is used as a foundation during the first two years for ultimate specialization in planning studies. The third year is spent on the polytechnic working on a project in local government planning departments but also in such diverse situations as the Guyana Council and the Dartington Animate Research Trust. Although unrecognized by the Royal Town Planning Institute, it is arguable that an integrated course in social science with strong geographical components and focused on public policy provides a more relevant undergraduate basis for further work in planning and environmental management generally, than a conventional single honours course in geography. For the student

A further interesting development is the growth of area studies, where the geography of a particular region is studied in association with language, economics, history, and perhaps social institutions or literature. At Portsmouth Polytechnic, the student of Latin American studies spends the second and third years in the area, while the student of French studies spends the third year in France. At Liverpool Polytechnic, geography is a foundation study for both applied languages and languages and modern European studies which are four-year courses leading to a diploma or a degree.

In a few polytechnics and colleges particularly those which have sought to extend vocational education to the social sciences by integrating selective geographical components with other social sciences and taking public policy as a central theme, a "public policy" orientation has been made available. Some of these courses have been running for a number of years and in the same direction. A recent trend in the same direction, illustrated by adoption of the Institute of Geography and Public Policy at the January conference of the Institute of British Geographers last year, is the interdisciplinary social studies course at Liverpool Polytechnic, where geography may be studied in depth during the second and third years, while the Paisley College of Technology specialization in geographical studies is possible in the final year of the social studies framework of the social studies degree course. At the latter insti-

Continued opposite

Computing for geographers

Jenny Lewis, Chelsea College, and David Walker, Loughborough College of Education, write about the Schools Council's "Computers in the Curriculum" project

In the relatively short history of geography as a school subject there have been two major revolutions, each supported by new techniques and methods. The computer will be seen to be at least as important as a revolution for the revolution of computing from the revolution of the 1970s as vital skills and field work have been for the teaching that emerged from the revolution of half a century ago.

Any viable school subject needs clearly defined aims and must develop teaching models on which to organize its concepts and content in order to achieve these aims. Herbertson's model of the natural world and Davis's model of the cycle of erosion provided two key models for teaching the geography that replaced the factual learning of the 19th century.

In these times change as the interests of children and of society change. The increased emphasis on the processes involved in the relationships between man and his environment, both natural and man-made, raises many problems (phenomena in which we are interested and which we would like to be able to explain). In attempting to solve such problems geographers have developed, or borrowed, a whole range of techniques which are now finding their way into the schools.

In the wider of games and simulations, perception studies, spatial and statistical analysis is not always clear that what is being developed is a new teaching model (for school geography), which uses the scientific method of inquiry.

Problems are first identified, tentative explanations formulated, and predictions made from the explanation which must be compared with reality to evaluate the usefulness of the explanation.

In geography, there will be a high level of explanation because of unique features and the effects of individual decision making, but the theory provides a starting point from which to examine the exceptions.

Many theories are in the form of mathematical models. The comparison of the predictions of these models, the collecting of data against which to test them and the actual testing process all involve the geographer in major tasks of data handling and computation. Much tedious computation is in-

olved with the playing of operational games to illustrate the effects of the decision-making process and in the processing of responses to perception studies. It is not surprising that the introduction of the scientific method into geographical research has been associated with very considerable use of computers.

Although many teachers are enthusiastic to introduce the new scientific model for the teaching of geography, use of manual procedures for computation either wastes an inestimable amount of time or seriously limits the scope of the teacher, or both, and this applies whether the class is trying to develop theory themselves, or as is more often the case, seeing if established theory provides a useful level of explanation in their own or for a country that they are studying.

A major restraint on the design of geographical games is the need to keep the amount of computation involved as low as possible. If teachers see that the introduction of the methods associated with geography is leading to a situation where valuable class or reading time is spent in adding lists of figures or using log tables, they may justifiably question the wisdom of introducing it. If they reduce the amount of computation they may be restricted to very simple games, to unrealistically small samples and to a theoretical which laboriously explain the obvious. With computing facilities such problems and restraints can be overcome.

Computers are now being made available to schools through technical colleges, universities, polytechnics and local authorities. In many schools, but not in the number as is slowly growing. Factors which inhibit by the introduction in the school of a computer are: the expense of the computer, which is expensive but allows for interaction and is valuable when using the computer to calculate the results of decisions in games, or data can be sent to a computer centre and the results returned when computed.

A geography making use of the scientific method of explanation, and with the use of computers, the relationships between man and his environment and their consequences will be a highly valued contribution to the education of children. It will teach them major skills used to determine the nature of the man-environment relationship, it will enable them to appreciate the relative importance of decision making, and, one hopes, furnish an unbiased criterion for evaluating the present situation.

At the same time it will provide a framework for analysis of the regions of the earth in which different processes operate. To achieve its full potential geography will need to use the computer as a classroom resource so that the pupils can concentrate on the important issues of problem identification, suggestion of explanation, and of interpreting the results of tests of the predictive power of the model.

Many establishments have tackled the problem of producing computer based material, and the Geographical Association may be setting up an information and support system for computer assisted learning materials. The Schools Council Project "Computers in the Curriculum" has worked on the principle that the people who really know what is needed in the classroom are those who are actually teaching.

Kent, Cleveland and Hertfordshire I.E.S.s. have teachers released from varying amounts of their normal timetable commitment to help in the production of materials. These teachers are all geography specialists and rarely have any formal computer background. Programming expertise has been supplied by specialists attached to the groups. All units will consist of students' notes, teachers' guide and associated BASIC programmes. Teachers have been free to choose any area of an existing syllabus to develop into a computer-based unit.

Development has been fairly slow, as it took some time for the teachers to appreciate the problems and advantages of computer based materials. The topic areas which are being developed are population, soil, gravity model, nearest neighbour analysis, breakpoint, form, games, network analysis and a railway route. The work of the teachers is approved by a panel of geographers before it is sent out for trials.

Further information: Jenny Lewis, "Computers in the Curriculum", Chelsea College, University of London, Bridge Place, London, SW6 4TF.

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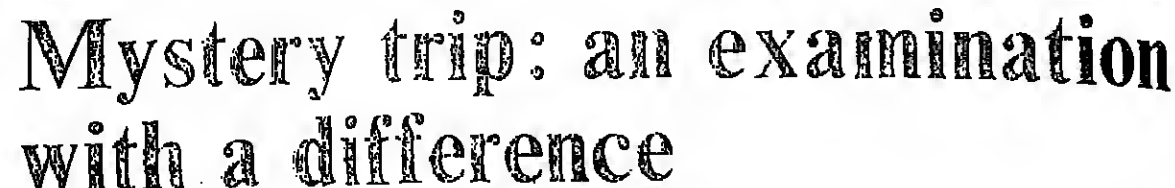
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"The coach will arrive in Appleby at approximately 11.30 and will remain in the bus park until departure time at 3.30. It may be used at any time as a base for writing up your work. You may present your answer in any form you wish although most

The administration of the practical examination was relatively simple and the invigilation a positive pleasure. The most important precaution was seeking the cooperation of the coach operator (and the driver) in allowing the coach to be used as a mobile classroom, open and available in a central place as much time between 0.30 and 1.30 minutes to come to the students on the results of their field work. As it happened, the sun shone gloriously in Aquileya on that day and many students sat on benches or on the grass to record their field observations. Even so, the practical examination would, any

The ideas can obviously be adapted for use with children students at other levels of ability. The important distinction between this and any other field trip is the fact that at 9 and the students did not even know where they were going, let alone the type of question they would be called upon to answer, and before their return they had to hand in their completed work. In this way, as with any other situation, they had to prepare their answers without a timepiece with little or no recourse to printed sources of information.

New books: maps, a handbook and a gloomy look at the weather

The book is divided into three main sections although, as with most aspects of weather, there is considerable interlinking. The first section is called "Change in the Wind" which instances some examples of changes in climate in the last 100,000 years. It also includes some of the general principles of atmospheric circulation which eventually determines the climate of the ground. The second section is on "Changes and Effects of Circulating Re-

Section IV expands on the use of atlases, globes and maps and details the great variety of topographic, geological, historical, pedological, and land utilization maps now available for both home and overseas study. Section V covers visual aids and also includes contributions of teachers' centers and the Central Office of Information. Section VI, geographically arranged, lists the available encyclopedias and yearbooks. The remaining three sections are concerned with geographical books: a) the primary, secondary and sixth form stages, together with books especially for the geography teacher; b) well over sixty publishers at present producing books for the geography teacher and the great profusion of material available is referred to; c) the series which exceed three thousand. Almost every entry has a brief descriptive review informing the teacher of the exact content of the book and the way in which it can best be used. The book data have been grouped into fifty subsections so that one can rapidly locate a text to match any teaching situation. This *Handbook* is an indispensable reference destined to become a basic working tool of the geography teacher.

W. G. F. Butler

Mapping Skills and Techniques—A *Quantitative Approach* has also been put together a different flavour and appeal. It is designed to introduce the young geographer to elementary aspects of some of the quantitative techniques which have recently become so much a part of geography. It assumes an understanding of map reading including concepts of scale, orientation and co-ordinating systems but provides chapters on basic skills to ensure that the less confident student knows what is in it for him. There is a chapter on elements of relief which examines methods of estimating heights and slopes from contour lines and of determining various indices whereby the general relief of a country can be classified. The book is followed by a chapter on general themes, including a chapter on cartography, mapping and cartography.

Techniques in Map Analysis is concerned with techniques of analyzing the environment using maps as supporting evidence. It is aimed at the improvements of a level geographically candidates and the exercises that accompany the text relate solely to cartographic evidence on extracts of Ordnance Survey maps at 1/10,000, 1/25,000 and 1/50,000 scales. The new metric series has been ignored on the grounds that it is a photographic enlargement of the original. I pre-

The fact that the authors stress the limitations of some of their work does not detract from the validity of the approach in favourable circumstances. Their book is a useful publication both for what it does and for what it says it cannot do. Would that more geographers were as honest and critical of their sources for too often hypothesis is dashed into fact without any clear demonstration as to which is which.

P. F. DILLON

"I find that these books have a variety of uses: as sources of inspiration for the teacher in preparing his work, as reference books for his pupils, as textbooks for fairly detailed study of certain topics, and as books to be read just for pleasure... and they are a pleasure to use."

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For further information and inspection copies write to: The Educational Sales Department, Macdonald Educational, 49/50 Poland Street, London W1A 2LG.

Near and far

Recent trends in the primary school have meant that there are fewer of the traditional geography lessons. Yet teachers still feel a need to develop simple geographic skills and concepts and to give primary school children some idea of what life is like in other countries. *Where's My Country?* has been designed to meet these needs. The units of geographically based programmes can be used in a variety of contexts by specialist and non-specialist teachers alike. Robin Gwyn, the producer, says: "We have tried to provide a flexible resource that can be integrated into topic studies or used on its own."

While these autumn term programmes concentrate on encouraging all awareness of the Himalayan environment, those in the spring term look further afield to life in India and Ceylon. A primary school in the Himalayas, a visit to a tea estate, fishing off Amhalangzong, the annual Festival of Light in Delhi are some of the vivid sequences included. Equally vivid is the treatment of earthquakes and volcanoes, in summer term unit on "Calamities".

"Near and Far can be seen on BBC 1 from 10.25 to 10.45 on alternate Thursdays, starting on September 29, 1975, and repeats will be screened from 2.18 to 2.38 on alternate Mondays, starting September 29.

The book is divided into three main sections although, as with most aspects of weather, there is considerable interlinking. The first section is called "Change in the Wind" which instances some examples of changes in climate in the last 100,000 years. It also includes some of the general principles of atmospheric circulation which eventually determines the climate of the ground. The second section is on "Changes and Effects" during the recent

There are numerous other aspects which one could disagree with the author about, but, on the positive side, I am sure the book covers this topic in a way which will produce some interested response from sixth-formers concerned with the environment and the future of mankind.

P. A. Smithson

(More new books overleaf)

in the Classroom

country have been involved in the origination and testing of these methods and materials. Teachers' publications provide theoretical background as well as very practical suggestions. Pupils' resource materials show how various project schemes work out in full. The varied use of books, spirit duplicator worksheets, tapes and filmstrips stimulates pupil and teacher participation which is the main aim of the project.

<i>June/July</i>	
An Introduction	50p
Games & Simulations in the Classroom	85p

October/November
Rivers in Flood
Life in the 1930's
People on the Move
Prices to be announced later

Publications	
<i>October/November</i>	
Curriculum Planning in History, Geography & Social Science	£3.50
Evaluation, Assessment & Record Keeping in History, Geography & Social Science	95p
Teaching for Concepts	85p

Inspection copies of items from Pupils' Resource Units are available from:
Collins Educational Publishers, Kirkintilloch Road, Bishopbriggs, Glasgow

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STAFFORDSHIRE

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THEORY

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ATYNN and Hilsenrath were the only well-known members of the group. C. and A. were the leading figures with the qualifications for the position of leading figures, including the necessary knowledge of laboratory methods and the necessary resources for the study of the problem. The group was immediately to be the first group with the necessary resources and the necessary resources.

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has excellent equipment and a range of facilities. Ability to coordinate perisatolic music. The school has a staff of 70 which includes teachers to play at all levels. An enthusiastic teacher is sought progressive and develop this unit.

Sets 2 with Lonsdale.

Facilities are available for crm in approved Remembrance removal or contributed identity.

on terms obtainable turned to the head of above address as follows:

Cheshire

Unless otherwise stated, application forms are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses given in approved cases.

SENIOR MASTERS/MISTRESSES

HEAD OF VFM FORM
Culcheth High School (Group XI)
Warrington Avenue, Culcheth, Warrington WA3 4JQ
Headmaster: G. A. Gill, B.A.
Required for January, 1976, a well qualified and experienced graduate to be Head of VFM Form (Senior Teacher Scale) in this mixed 11-18 comprehensive school which will have approximately 1,300 pupils on roll in the academic year 1976/77. The full comprehensive VFM form will be established in September 1976 and thereafter will probably be at least 130 pupils in the VFM Form. The man or woman appointed will be responsible to the Headmaster for the academic progress, pastoral care and social life of the VFM Form. This post of major responsibility demands administrative skill, VFM form experience and the ability to establish good relationships with young adults. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June 1975.

HEADS OF DEPARTMENT

HEAD OF CAREERS, Scale 3
Appleton Hall Grammar School
Hill Drive, Appleton, Warrington WA5 5JL
Headmaster: Mr. W. D. Power, M.A.
Required for September, 1975 and January 1976. The post is not held at a particular school. Applicants must state clearly what subject(s) they can offer.
Application is a 4/5 level, mixed Grammar School that opened in 1955 in new buildings on a delightful site in North Cheshire. Reorganisation proposals are under discussion. Application forms to be returned within 10 days.

PHYSICAL EDUCATION
The Congleton County School for Girls
Jackson Road, Congleton, Cheshire
For September, 1975, or January 1976. Mistress to teach Physical Education—Head of Department, Scale 2. An interest and ability in the complete range of gymnastics, games, outdoor pursuits. The school is housed in modern buildings serving an urban and rural area. Although the school is at present a girls' school it is to become co-educational in the near future.
Send S.A.E. for application form.

HEAD OF ENGLISH
Culcheth High School
Warrington Avenue, Culcheth, Warrington WA3 4JQ
Headmaster: G. A. Gill, B.A.
Required for January, 1976, a graduate Master or Mistress as Head of English (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network.
The person appointed will be expected to teach throughout the year and to be in charge of the English Department. Courses are already established to O and A level and CSE. Grades 1 and 3, as well as a Mode 3 course in Drama and Theatrical Studies. It is expected that, with a rapidly growing VFM Form, English will be offered to A level, but there is also scope for the development of CSE and non-examination courses at O level. The post requires a teacher with flair in both creative and administrative ability who can make a major contribution to the development of the school.
Closing date: 20th June, 1975.

SCALE II POSTS & ABOVE

SECOND MASTERS/MISTRESSES
Ludford County Secondary School
Ludford Street, Craspe, Cheshire
Applications are invited for suitable, qualified and experienced teachers for a post which is available from September 1st, because of the promotion of the present holder. The School teaches from 11 to 18 years of age and is a mixed 11-18 comprehensive school. The school is a Grade 1 school and is a well established Sixth Form and a strong games tradition.

SCALE I POSTS

ENGLISH
Appleton Hall County Grammar School
Hill Drive, Appleton, Warrington WA5 5JL
Headmaster: Mr. W. D. Power, M.A.
Required for September, 1975 or January, 1976. Master/Mistress for English. Interest in Drama an advantage.
The school is a 4/5 level, mixed Grammar School that opened in 1955 in new buildings on a delightful site in North Cheshire. Reorganisation proposals are under discussion. Application forms to be returned within 10 days.

SCIENCE
Blackburn High School
Malpas Road, Blackburn, Chester CH1 5JH
Headmaster: Mr. W. D. Power, M.A.
Required for September, 1975, a graduate Master or Mistress as Head of Science (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network.
The person appointed will be expected to teach throughout the year and to be in charge of the Science Department. Courses are already established to O and A level and CSE. Grades 1 and 3, as well as a Mode 3 course in Drama and Theatrical Studies. It is expected that, with a rapidly growing VFM Form, English will be offered to A level, but there is also scope for the development of CSE and non-examination courses at O level. The post requires a teacher with flair in both creative and administrative ability who can make a major contribution to the development of the school.
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Closing date: 20th June, 1975.

SCALE I POSTS

PHYSICS AND MATHEMATICS
Congleton County Grammar School for Girls
Hill Drive, Appleton, Warrington WA5 5JL
Headmaster: Mr. W. D. Power, M.A.
Required for September, 1975, a graduate Master or Mistress as Head of Physics and Mathematics to 'A' level and combined Science in the Junior School.

VARIOUS
Culcheth High School (Group XI)
Warrington Avenue, Culcheth, Warrington WA3 4JQ
Headmaster: G. A. Gill, B.A.
Required for September, 1975, a graduate Master or Mistress as Head of various subjects. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June 1975.

SOVS' P.E.
English Martyrs High School
Poplars Avenue, Warrington
Tel.: 925 30421
Required for September, 1975, for this co-educational school of 1,000 pupils with established courses in C.S.E. and 'O' level examinations. Please state other subjects offered.

1. GIRLS' P.E. DEPARTMENT
2. ENGLISH DEPARTMENT
Ellesmere Port Catholic High School
Capenhurst Lane, Whiteby, Ellesmere Port
Assistant teachers required for September, 1975 in this new, expanding 11-18 co-educational comprehensive school. There are at present some 500 pupils on the roll, rising to just over 1,000 in September, 1976. All replies immediately to the Headmaster at the school (R. A. Fawcett, B.A., M.Ed.).
1. An assistant teacher in this department. An interest in English, Latin and Dance would be an advantage.
2. An assistant teacher in this department. Mainly lower secondary with a willingness to teach all abilities. Willingness to assist with Drama would be an advantage. Possibility of examination work for suitably qualified candidates.

MATHEMATICS
This Grange County Comprehensive School
Regent Street, Ellesmere Port, Wirral, Cheshire L65 8BJ
Headmaster: D. A. Watkins, B.A., M.Ed.
Required for September, 1975, a teacher to assist in the teaching of Mathematics throughout the school. This developing 11-18 school of 1,400 pupils received its first comprehensive intake in September, 1974.
Please apply immediately to the Headmaster at the school. Tel. 051 355 4525 and enclose an S.A.E.

1. ART AND TECHNICAL STUDIES
2. PHYSICAL EDUCATION
The Itelby County Grammar School for Boys
Heistly, Warrington WA6 0HX
Required for September, 1975, a teacher to assist in the teaching of Art and Technical Studies. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. A teacher to teach in both Art and Technical Studies Departments. Work is available in one or more of sculpture, pottery, metal, wood, and design. The division of time between Art and Technical Studies Departments can be flexible. Art specialists with qualifications in 3D work and candidates with Technical Studies qualifications are encouraged to apply. This post is suitable for a full appointment.
2. An enthusiastic Master of boys' physical education is required to share in the work of developing department, offering a wide variety of activities. The School has a well established Sixth Form and a strong games tradition.

1. SCIENCE
2. ORAMA
The Hoxish School
Thorncliffe Road, Wilsford, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Science (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

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SCALE I POSTS

PHYSICAL EDUCATION
Middlewich County Secondary School
King Edward Street, Middlewich, Cheshire
Required for September, 1975, a graduate Master or Mistress as Head of Physical Education. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

BIOLOGY
Neston Comprehensive School
Raby Park Road, Neston, Wirral, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Biology (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. PHYSICAL EDUCATION
2. RECREATION
3. MATHEMATICS
4. ENGLISH
New Factory Comprehensive School
Costlefield, Runcorn, Cheshire WA7 2NT
Tel.: Runcorn 63621
Required for September, 1975, a teacher to assist in the teaching of Physical Education. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. Boys' Physical Education. Please state other subjects. A new replacement teacher has recently been opened planning the school facilities for physical education.
2. Assistant Remedial Teacher.
3. Teacher for Mathematics department. (Scale 2 post available for suitably qualified and experienced candidate.)
4. Assistant Teacher for the English Department.
Help with housing if required. Send S.A.E. for application form.

CHEMISTRY
Paynton County High School
Yeovoe Lane, Paynton, Stockport SK12 1PU
Required for September, 1975, a graduate Teacher of Chemistry throughout the School up to and including Advanced Level C.C.E. interest in Huxford approach to teaching Chemistry desirable.
The School is developing as an 11-18 co-educational Comprehensive School with an eventual roll of 1,600 drawn mainly from the local area. The school is a pleasant residential area in the east of the County. Facilities in the school are excellent with purpose-built accommodation in all subject areas.
The post is suitable for either experienced teachers or College/University leavers committed to the principles of comprehensive education and who are keen to contribute fully to the academic and extra-curricular life of the school.

FRENCH
Rudheath Secondary School
Middlewich Road, Rudheath, Northwich
Wanted for September, 1975, a teacher to teach French to all age groups and to help with English. Interest in Sports or Oils Games or out-of-school activities (including school journals) would be an added qualification.

1. REMEDIAL ENGLISH
2. MATHEMATICS
Richard Fairclough County Secondary School
Knutsford Road, Warrington WA4 1HP
Required for September, 1975, a teacher to assist in the teaching of English. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. Teacher of Remedial English.
2. Teacher of Mathematics.
Candidates should be suitable for teachers seeking their first appointments.

HONS ECONOMICS
Sandbach County Secondary School
Sandbach Road, Sandbach, Cheshire
Tel.: 093 61 2445/4965
1,000 boys and girls
An adaptable enthusiastic teacher is required in September, 1975 to join a growing department. The person appointed will be required to teach mainly in the morning. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

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Required for September, 1975, a teacher to assist in the teaching of Science (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

SCALE I POSTS

PHYSICAL EDUCATION
Middlewich County Secondary School
King Edward Street, Middlewich, Cheshire
Required for September, 1975, a graduate Master or Mistress as Head of Physical Education. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

BIOLOGY
Neston Comprehensive School
Raby Park Road, Neston, Wirral, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Biology (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. PHYSICAL EDUCATION
2. RECREATION
3. MATHEMATICS
4. ENGLISH
New Factory Comprehensive School
Costlefield, Runcorn, Cheshire WA7 2NT
Tel.: Runcorn 63621
Required for September, 1975, a teacher to assist in the teaching of Physical Education. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. Boys' Physical Education. Please state other subjects. A new replacement teacher has recently been opened planning the school facilities for physical education.
2. Assistant Remedial Teacher.
3. Teacher for Mathematics department. (Scale 2 post available for suitably qualified and experienced candidate.)
4. Assistant Teacher for the English Department.
Help with housing if required. Send S.A.E. for application form.

CHEMISTRY
Paynton County High School
Yeovoe Lane, Paynton, Stockport SK12 1PU
Required for September, 1975, a graduate Teacher of Chemistry throughout the School up to and including Advanced Level C.C.E. interest in Huxford approach to teaching Chemistry desirable.
The School is developing as an 11-18 co-educational Comprehensive School with an eventual roll of 1,600 drawn mainly from the local area. The school is a pleasant residential area in the east of the County. Facilities in the school are excellent with purpose-built accommodation in all subject areas.
The post is suitable for either experienced teachers or College/University leavers committed to the principles of comprehensive education and who are keen to contribute fully to the academic and extra-curricular life of the school.

FRENCH
Rudheath Secondary School
Middlewich Road, Rudheath, Northwich
Wanted for September, 1975, a teacher to teach French to all age groups and to help with English. Interest in Sports or Oils Games or out-of-school activities (including school journals) would be an added qualification.

1. REMEDIAL ENGLISH
2. MATHEMATICS
Richard Fairclough County Secondary School
Knutsford Road, Warrington WA4 1HP
Required for September, 1975, a teacher to assist in the teaching of English. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. Teacher of Remedial English.
2. Teacher of Mathematics.
Candidates should be suitable for teachers seeking their first appointments.

HONS ECONOMICS
Sandbach County Secondary School
Sandbach Road, Sandbach, Cheshire
Tel.: 093 61 2445/4965
1,000 boys and girls
An adaptable enthusiastic teacher is required in September, 1975 to join a growing department. The person appointed will be required to teach mainly in the morning. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. SCIENCE
2. ORAMA
The Hoxish School
Thorncliffe Road, Wilsford, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Science (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. SCIENCE
2. ORAMA
The Hoxish School
Thorncliffe Road, Wilsford, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Science (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. SCIENCE
2. ORAMA
The Hoxish School
Thorncliffe Road, Wilsford, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Science (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

SCALE I POSTS

PHYSICAL EDUCATION
Middlewich County Secondary School
King Edward Street, Middlewich, Cheshire
Required for September, 1975, a graduate Master or Mistress as Head of Physical Education. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

BIOLOGY
Neston Comprehensive School
Raby Park Road, Neston, Wirral, Cheshire
Required for September, 1975, a teacher to assist in the teaching of Biology (Post 11-18) in this mixed 11-18 comprehensive school in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. PHYSICAL EDUCATION
2. RECREATION
3. MATHEMATICS
4. ENGLISH
New Factory Comprehensive School
Costlefield, Runcorn, Cheshire WA7 2NT
Tel.: Runcorn 63621
Required for September, 1975, a teacher to assist in the teaching of Physical Education. The school is in new and modernised buildings in a pleasant, green-belt area within easy reach of the motorway network. Closing date: 20th June, 1975.

1. Boys' Physical Education. Please state other subjects. A new replacement teacher has recently been opened planning the school facilities for physical education.
2. Assistant Remedial Teacher.
3. Teacher for Mathematics department. (Scale 2 post available for suitably qualified and experienced candidate.)
4. Assistant Teacher for the English Department.
Help with housing if required. Send S.A.E. for application form.

CHEMISTRY
Paynton County High School
Yeovoe Lane, Paynton, Stockport SK1

SECONDARY
Broughton Infants' C.P.
Group 5
(New school, opening in September, 1975)
LANFAIR T.H. C.P.
(10 on Roll), Group 2
(To teach juniors in a team teaching situation, Welsh essential)
RYNYDD ISS. WATA DYKE INFANTS
Group 6
(330 on Roll)
Application forms to be sent to the Headmaster on request from the school, to whom they should be returned by June 15th.

SECONDARY
(COMPREHENSIVE)
DENBIGH HIGH SCHOOL
(11-18, 700 pupils)
Head—O. M. Bilton, B.A.
GIRLS' PHYSICAL EDUCATION
Scale 2, required in either September, 1975 or January, 1976. The successful candidate will be required to develop gymnastics and dance in addition to P.E. Games and Athletics.

GIRLS' PHYSICAL EDUCATION
SCALE 1 required for September, 1975. This post will be suitable for a new entrant to the teaching profession. Ability to teach English as a second subject would be desirable.
A swimming pool is in course of construction and will be available for use from September, 1976.

DEESIDE HIGH SCHOOL, QUEENSBURY
(Head—Nedra Stewart, M.A., B.Sc.)
ENGLISH
Assistant teacher Scale 1.
SCIENCE
Assistant teacher, Scale 1.
GENERAL SUBJECTS
Two Assistant teachers (R.E./Welsh/Music/History/Geography/English).
ST. RICHARD GWYN HIGH SCHOOL, FLINT
(11-18, 350 pupils)
Head—P. Dominic Bryon, B.A.
TEACHER OF SCIENCE
A strong and progressive Science Department hopes to recruit a teacher well-versed in Nufield approaches but also able to offer Physics to 'O' and 'A' levels. A willingness to offer assistance in out-of-school activities would be a welcome endorsement.

GLWYD
County Council
North Wales

JOHN HOWARD DAVIES
Director of Education.

PRIMARY
DEPUTY HEAD TEACHERS
BROUGHTON INFANTS' C.P.
Group 5
(New school, opening in September, 1975)
LANFAIR T.H. C.P.
(10 on Roll), Group 2
(To teach juniors in a team teaching situation, Welsh essential)
RYNYDD ISS. WATA DYKE INFANTS
Group 6
(330 on Roll)
Application forms to be sent to the Headmaster on request from the school, to whom they should be returned by June 15th.

SECONDARY
(COMPREHENSIVE)
DENBIGH HIGH SCHOOL
(11-18, 700 pupils)
Head—O. M. Bilton, B.A.
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DEESIDE HIGH SCHOOL, QUEENSBURY
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ENGLISH
Assistant teacher Scale 1.
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GENERAL SUBJECTS
Two Assistant teachers (R.E./Welsh/Music/History/Geography/English).
ST. RICHARD GWYN HIGH SCHOOL, FLINT
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A strong and progressive Science Department hopes to recruit a teacher well-versed in Nufield approaches but also able to offer Physics to 'O' and 'A' levels. A willingness to offer assistance in out-of-school activities would be a welcome endorsement.

GLWYD
County Council
North Wales

JOHN HOWARD DAVIES
Director of Education.

HENRY GOTCH
SECONDARY SCHOOL
(Deeble Road, Kettering)
Required as soon as possible:
A Teacher of WOODWORK, Scale 2 for suitably qualified and experienced teacher but applications are welcomed also from newly qualified teachers. It would be possible to arrange for the position to include the teaching of some metalwork and there could be opportunities to participate in Social Crafts.
A Teacher of METALWORK. Applications from newly qualified teachers welcomed. An ability to contribute to some aspect of Social Crafts would be useful.
During the past three years the school (roll 1,050) has been modernised and enlarged by the addition of three blocks of rooms including a new Crafts block. Playing fields are adjacent to the school.
In September, 1976, the school will take in its first fully comprehensive six-year entry and will then develop into an 11-18 comprehensive school. All staff will be given ample scope for participation in curriculum development.
Application forms and further details from the Headmaster.
Northamptonshire
Education Department

NORFOLK
COUNTY COUNCIL
Education Department
The Education Officer at Norfolk is administered through the Area Offices.
Applications are invited for posts in these areas set out below.
Details of requirements for all appointments are for September 1975 and application forms and further details (where applicable) are obtained by sending a stamped, addressed envelope to the Head of the School concerned, in whom completed forms should be returned as soon as possible.
Regional expenses will be paid in accordance with the Authority's scheme.
EAST DEREHAM BOYS' SECONDARY SCHOOL
Northgate, East Dereham, Norfolk
Headmaster: Mr. L. W. Fiet
No. on Roll: 650
Scale 1 Assistant Teacher for GEOGRAPHY/HISTORY
LONG STRATTON SECONDARY SCHOOL
Main Road, Norwich NR15 2NR
Headmaster: Mr. R. Dwyer, B.A.
No. on Roll: 450
Scale 1 Assistant Teacher for ENGLISH

ESSEX COUNTY COUNCIL
Come to Teach in Thurrock
A thriving commercial centre of Essex just west of the Outer London Area.
THURROCK NEEDS MORE TEACHERS FOR ITS GROWING COMMUNITY AND THERE WILL BE VACANCIES FOR NEWLY QUALIFIED TEACHERS NEXT SEPTEMBER.
AT SECONDARY SCHOOLS a wide variety of subject vacancies will occur covering ART, COMMERCE, ENGLISH, GEOGRAPHY/HISTORY, HOME ECONOMICS, MATHEMATICS, MODERN LANGUAGES, MUSIC, PHYSICAL EDUCATION, RELIGIOUS EDUCATION, SCIENCE AND TECHNICAL STUDIES. There will also be some vacancies in Primary and Special Schools.
All posts carry additional allowances of £141 or £342 per annum.
Generous removal, lodging and disturbance allowances are payable. Mortgage facilities up to 100 per cent of valuation. Accommodation normally available for married teachers. Nursery classes for children of women teachers.
Application forms from Bilal Longton, Area Education Officer, Rectory Road, Grays, Essex.

LANCASHIRE
EDUCATION COMMITTEE
The Burnham Scales referred to below are currently in use but will be subject to changes resulting from the implementation of the Houghton Report

SPECIAL EDUCATION
WHITNEY LANCASHIRE (10 on roll)
Althorp Special School
TEMPORARY ASSISTANT (Scale 1, for one teacher post to teach B.S.N.M.) boys 14-18 years from September, 1975. Interested candidates should send their applications to the Headmaster, Althorp Special School, Althorp, Leicestershire, LE19 1JH.
SECONDARY SCHOOLS
HEAD OF DEPARTMENT
HILTON, SAINT CHRISTINE MAYNE R.C. HIGH (10 on roll)
Scale 1 post for September, 1975, or January, 1976. Well qualified and experienced candidate to be responsible for the teaching of Science throughout the school. Chemistry, Biology, and Physics. Must have a degree in Science, C.S.E. and C.P.E. level. Must be a member of the Science Teachers' Association. Further details from the Headmaster, St. Anthony's Drive, Edgworth, Preston, PR2 3JG.
SCALE 2 POSTS AND ABOVE
BLACKPOOL, ST. CATHARINE'S R.C. SECONDARY (150 on roll)
Required September, 1975.
1. ART—Scale 2 post for suitably qualified and experienced candidate. Application forms and further particulars from and returnable to the Headmaster at the School, Claxton Road West, Blackpool, by 16th June, 1975.
2. SCIENCE—Scale 2 post for September, 1975, or January, 1976. Well qualified and experienced candidate to be responsible for the teaching of Science throughout the school. Chemistry, Biology, and Physics. Must have a degree in Science, C.S.E. and C.P.E. level. Must be a member of the Science Teachers' Association. Further details from the Headmaster, St. Anthony's Drive, Edgworth, Preston, PR2 3JG.
SCALE 1 POSTS
LANCASTER OLD LADY'S R.C. HIGH (100 on roll)
Required September, 1975, or January, 1976. Well qualified and experienced candidate to be responsible for the teaching of Science throughout the school. Chemistry, Biology, and Physics. Must have a degree in Science, C.S.E. and C.P.E. level. Must be a member of the Science Teachers' Association. Further details from the Headmaster, St. Anthony's Drive, Edgworth, Preston, PR2 3JG.

THE CITY OF BIRMINGHAM

EDUCATION DEPARTMENT

SECONDARY EDUCATION VACANCIES FOR SEPTEMBER 1975

Applications are invited from experienced teachers and from students completing teacher training this year.

There are two main ways of appointment. Applicants may opt for appointment to an individual vacancy in a Secondary School in the new authority and a list of such vacancies is given below. Further vacancies in Secondary Schools will be advertised regularly during the coming months. Alternatively, candidates may wish to be considered for appointment in the first instance to a "pool" of teachers in anticipation of further vacancies. If offered appointment they would then be asked to consider suitable vacancies when these arose at a later stage. If they so wish, candidates may apply both for individual posts and the "pool".

Students may obtain application forms from the appropriate officer at the College or Department. Other teachers may obtain forms from:

THE CHIEF EDUCATION OFFICER,
STAFFING BRANCH, EDUCATION OFFICE,
MARGARET STREET, BIRMINGHAM B3 3BU

There are schemes for assistance with removal expenses, for advance of salary to teachers taking up first appointments, and for bridging facilities in approved cases. An asterisk before the school name indicates a Social Priority School.

ART

- E 3.1 LONCHMEADOW SCHOOL, Longmeadow Crescent, B34 7HE (747 3513) (570 Mixed)
E 3.2 CASTLE VALE SCHOOL, Farnborough Road, B35 7TL (747 8101) (1,600 Mixed)
E 3.3 STENLEY COURT SCHOOL, Shenley Lane, B29 4HE (475 5101) (1,560 Mixed)
E 3.4 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.5 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.6 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.7 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.8 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.9 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.10 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)

COMMERCE AND ECONOMICS

- E 3.11 MARSH HILL SCHOOL, Hampton Road, B32 7JL (747 3130) (1,220 Mixed)
E 3.12 HARTFIELD SCHOOL, Harefield Road, B27 7QJ (777 8470) (1,160 Mixed)
E 3.13 COMMERCIAL SCHOOL, Harefield Road, B27 7QJ (777 8470) (1,160 Mixed)
E 3.14 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.15 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.16 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.17 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.18 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.19 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.20 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)

CRAFT

- E 3.21 MARSH HILL SCHOOL, Hampton Road, B32 7JL (747 3130) (1,220 Mixed)
E 3.22 HARTFIELD SCHOOL, Harefield Road, B27 7QJ (777 8470) (1,160 Mixed)
E 3.23 COMMERCIAL SCHOOL, Harefield Road, B27 7QJ (777 8470) (1,160 Mixed)
E 3.24 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.25 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.26 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.27 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.28 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.29 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.30 VARDLEY WOOD SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)

ENGLISH

- E 3.31 HODGE HILL SCHOOL, Bromford Road, B36 8HB (783 6311) (1,500 Mixed)
E 3.32 HODGE HILL SCHOOL, Bromford Road, B36 8HB (783 6311) (1,500 Mixed)
E 3.33 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.34 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.35 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.36 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.37 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.38 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.39 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)
E 3.40 STOCKLAND GREEN SCHOOL, Bland Road, B23 7JH (747 3513) (1,600 Mixed)

GENERAL SUBJECTS

- E 3.41 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.42 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.43 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.44 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.45 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.46 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.47 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.48 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.49 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)
E 3.50 JAFFRAY SCHOOL, Farnborough Road, B34 7JH (747 3513) (1,600 Mixed)

GEOGRAPHY

- E 3.51 SIR WILLIAM MARTINEAU SCHOOL, Crossland Lane, B34 9UR (770 0111) (1,220 Mixed)
E 3.52 SIR WILLIAM MARTINEAU SCHOOL, Crossland Lane, B34 9UR (770 0111) (1,220 Mixed)

HISTORY

- W 1.1 HANDSWORTH WOOD CHILDS' SCHOOL, Church Lane, B20 3HL (454 2122) (610 Girls)
W 1.2 HANDSWORTH WOOD CHILDS' SCHOOL, Church Lane, B20 3HL (454 2122) (610 Girls)
W 1.3 HANDSWORTH WOOD CHILDS' SCHOOL, Church Lane, B20 3HL (454 2122) (610 Girls)
W 1.4 HANDSWORTH WOOD CHILDS' SCHOOL, Church Lane, B20 3HL (454 2122) (610 Girls)
W 1.5 HANDSWORTH WOOD CHILDS' SCHOOL, Church Lane, B20 3HL (454 2122) (610 Girls)

HOME ECONOMICS

- E 1.1 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.2 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.3 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.4 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.5 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)

LANGUAGES

- E 1.1 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.2 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.3 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.4 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.5 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)

MATHEMATICS

- E 1.1 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.2 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.3 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.4 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.5 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)

MUSIC

- E 1.1 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.2 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.3 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.4 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.5 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)

PHYSICAL EDUCATION

- E 1.1 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.2 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.3 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.4 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)
E 1.5 MIRFIELD SCHOOL, Lea Village, B33 8SD (783 3289) (830 Mixed)

SECONDARY

Other Posts on Scale 2 and above

REDFORDSHIRE

EDUCATION OFFICE

REDFORDSHIRE

EDUCATION OFFICE

REDFORDSHIRE

EDUCATION OFFICE

REDFORDSHIRE

EDUCATION OFFICE

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leia INNER LONDON EDUCATION AUTHORITY

Secondary Teachers

Come and Teach in Inner London

We have at present a number of vacancies, mainly of a specialised nature and in South East London. Applications would be particularly welcome from trained or experienced teachers of Mathematics, Home Economics and Craft and Technical Studies. Recruitment is still continuing for September and applications will be considered from suitably qualified, experienced teachers or college leavers, offering Mathematics, Home Economics, Craft and Technical Studies, and Commerce. Appointments will be to the General Teaching Service (Scale 1). Inner London Allowance (£351 per annum) and Threshold Payment (£220.88 per annum) in addition to the Burnham salary.

Please write to the Education Officer (TS.3), The County Hall, London, SE1 7PB, giving details of your qualifications, training and experience (with dates). Personal callers are welcome in Room 70, Main Building, The County Hall, (near Waterloo main line and underground stations); telephone enquiries: 01-633 2137.

SECONDARY
Scale 1 Post continued

HAVERHAM City of Haverham Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, City of Haverham Education Authority, 100, High Street, Haverham, Essex, SA6 2JH. Tel: 0464 551111.

BUCKINGHAMSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Buckinghamshire Education Authority, 100, High Street, High Wycombe, Bucks, HP12 3JH. Tel: 0494 551111.

CHESHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Cheshire Education Authority, 100, High Street, Chester, Cheshire, CH1 1JH. Tel: 051 2231111.

DERBYSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Derbyshire Education Authority, 100, High Street, Derby, Derbyshire, DE1 1JH. Tel: 0332 2231111.

GLoucestershire Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Gloucestershire Education Authority, 100, High Street, Gloucester, Gloucestershire, GL1 1JH. Tel: 0452 2231111.

HEREFORDSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Herefordshire Education Authority, 100, High Street, Hereford, Herefordshire, HR1 1JH. Tel: 0432 2231111.

LEICESTERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Leicestershire Education Authority, 100, High Street, Leicester, Leicestershire, LE1 1JH. Tel: 0533 2231111.

NOTTINGHAMSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Nottinghamshire Education Authority, 100, High Street, Nottingham, Nottinghamshire, NG1 1JH. Tel: 0532 2231111.

SHROPSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Shropshire Education Authority, 100, High Street, Shrewsbury, Shropshire, SY1 1JH. Tel: 051 2231111.

SOMERSET Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Somerset Education Authority, 100, High Street, Taunton, Somerset, TA1 1JH. Tel: 0378 2231111.

WILTSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wiltshire Education Authority, 100, High Street, Salisbury, Wiltshire, SP1 1JH. Tel: 01264 2231111.

WYOMERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wyomshire Education Authority, 100, High Street, Wyom, Wyomshire, WY1 1JH. Tel: 0932 2231111.

Leicestershire Primary

Secondary

COMPREHENSIVE SCHOOLS
(A) UPPER 14-18
THE GRAMMAR SCHOOL, Ashby-de-la-Zouch, Leic. 880.
Music, Scale 2. For August. To teach Music throughout the School (CSE, 'O' and 'A' level courses) plus half timetable in either History, Geography or Social Studies. Suitable for musician wishing to extend his/her teaching range. Scale Post for suitable applicant.
PHYSICS/MATHEMATICS, Scale 2. For August. To teach both subjects (3 Physics, 1 Maths) to 'O' level and CSE groups. Opportunity for interested candidate also to teach Maths to sub CSE children. Excellent post for young teacher to gain wider experience.
LONGSLADE UPPER SCHOOL, Wainlip Lane, Birstall, Leic. 1003.
GENERAL SUBJECTS, Scale 1. August for English/Mathematics/Social Studies with less academic 14-18 year olds.
THE SOWORTH COLLEGE, Leicester Lane, Deaford, Leicester LE9 9JL.
A Leicestershire Upper School (14-18) with Community College, Roll 1,574. SCIENCE, Biologist, preferably with interest in ecology, to teach Nuffield based Biology courses at all levels. Further particulars from Principal.
MARKET HARBOUROUGH UPPER SCHOOL, Burnmill Road, Market Harborough, Leic. 822.
TECHNICAL STUDIES, Scale 2 available. August-Master for new Design Centre. Excellent facilities for all aspects of post, including Metalwork, Technical Drawing and Engineering Science. First appointments invited.
THE BAWLBY UPPER SCHOOL AND COMMUNITY COLLEGE, High Street, Clorn, N. Loughborough, Leic. 1157.
Scale 1. August. Vacancies in the following subjects: ENGLISH, FRENCH, HUMANITIES (BUSINESS STUDIES) NEEDLEWORK AND SCIENCE. Further information from the Director of Staffing: Tel: Quorn 2408 of Loughborough 67049 (evenings).
WREAKE VALLEY COLLEGE, Parklands Road, Byston, Leic. 1,350.
MUSIC, Scale 1. For August, for lively Sound and Movement Department. Must be interested in working closely with drama and dance teachers.
LANGUAGES, Post available for suitable applicant. For August, for lively Modern Languages Department, well equipped with audio-visual and other resources. French taught throughout, German and European Studies in 4/5 years.

GUTHLAXTON COLLEGE, Station Road, Wigston Magna, Leic. 1,300.
MATHEMATICS, CSE and 'O' level. For Autumn Term, 'A', 'O' and CSE group available. Newly qualified invited to apply.
(B) HIGH 11-14
HUMPHREY PERKINS HIGH SCHOOL, Coles Road, Borrow-on-Sear, Leic. 853.
1. ART and CERAMICS.
2. DOMESTIC SCIENCE or O/S with NEEDLEWORK. Scale 1. Applications as soon as possible.
CASTLE ROCK HIGH SCHOOL, Warren Hill Road, Coalville, Leic. 650.
HEAD OF MUSIC, Scale 2. For August or January. Temporary teacher considered. HEAD OF GEOGRAPHY, Scale 2. August. To join established integrated Studies team.
HOME ECONOMICS, Scale 1. August. To join established Design team.
HEATHFIELD HIGH SCHOOL AND COMMUNITY COLLEGE, Belle Vue Road, Earl Shilton, Leic. 809.
MATHS/SCIENCE, Scale 1.
(1) FRENCH (2 posts).
(2) MATHEMATICS.
(3) REMEDIAL EDUCATION.
(4) GENERAL SUBJECTS.
Applications offering part-time considered.
MOUNT GRACE HIGH SCHOOL, Leicester Road, Hinckley, Leic. 740.
WOODWORK, Scale 2. August or as soon as possible afterwards.
MUSIC, Scale 2. August or as soon as possible afterwards.
KISWORTH HIGH SCHOOL, School Road, Kibworth Beauchamp, Leic. 880.
MATHEMATICS, Scale 2. Interest in individual learning programmes an advantage. SCIENCE (PHYSICS) Scale 2 for suitable applicant. August.
MATHEMATICS, Scale 1 or 2 according to experience. Required August. Interest in individual learning project an advantage. BIOLOGY/CHEMISTRY, Scale 1. August.
GARTREE HIGH SCHOOL, Garton Road, Garton, Leic. 887.
ENGLISH/HUMANITIES, Scale 1. For August. Full or part-time considered.
ABINGTON HIGH SCHOOL, Station Road, Wigston Magna, Leic. 882.
MUSIC, Scale 1 or 2 for suitably experienced applicant. August. State musical instruments played.
LANGUAGES, Post available for suitable applicant. For August, for lively Modern Languages Department, well equipped with

SELECTIVE SCHOOLS
(A) GRAMMAR
CITY OF LEICESTER BOYS SCHOOL, Downing Drive, Leicester, Roll 800.
BIOLOGY, Scale 2. For January. To work throughout the school to 'A' level. Assistance with out-of-school activities (especially against volleyball).
(B) SECONDARY 11-18
CROWN HILLS SECONDARY SCHOOL, Gwendolen Road, Leicester, Roll 900.
GEOGRAPHY/SOCIAL STUDIES, Scale 1. August to CSE/'O' level.
MATHEMATICS, Scale 2 for suitable applicant. January or earlier if possible.
HAMILTON SCHOOL, Keyham Lane West, Leicester, Roll 1,300.
(1) TYPING—Scale 2. Responsibility for 2 well equipped typing rooms—courses leading to CSE and Pinner's examinations.
(2) ENGLISH—Scale 1. Good opportunity for 1st appointments. Support by large Library and resources unit—G.C.E. and C.S.E. courses.
MARY LINWOOD GIRLS' SCHOOL, Mary Road, Leicester, Roll 892.
GENERAL SUBJECTS. Required for 1 term from August, full or part-time.
RUSHEY MEAD SECONDARY SCHOOL, Melton Road, Leicester, Roll 1,230.
BUSINESS STUDIES, Scale 1 or 2 according to experience. For August. Well established CSE courses.
WESTCOTE SECONDARY SCHOOL, Barnborough Road, Leicester, Roll 880.
MODERN LANGUAGES, Scale 1. To teach French and/or German in newly established department. Some PE/Games available.
HISTORY, Scale 1 or 2 according to experience. To take charge of History throughout the School.
LANGUAGES TEACHER/FOREIGN EXCHANGE CO-ORDINATOR. Required January, 1976 to teach part of the year in schools and to co-ordinate exchange youth and adult foreign exchange programmes. Fluency in FRENCH and GERMAN, experience in foreign visits and exchanges, and administrative competence. Scale 3. Surinham, Applications (no forms) giving full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE5 8RF not later than 23rd June.

SCALE 2 AND ABOVE
HINCKLEY, BATTLING BROOK PRIMARY SCHOOL, Scale 2 possibility. Junior teacher from August for MUSIC.
CALDECOTE INFANT SCHOOL, Caldecote Road, Leicester, Scale 2. Please state special interests. Plans preferred from August.
LINCOLN JUNIOR SCHOOL, Headland Road, Leicester LE5 6AD. Scale 1. To take charge of Science development throughout the school.
MARRIOTT JUNIOR SCHOOL, Marriott Road, Leicester. Scale 2. S.P.S. allowance. From August or January. Master for boys' games. Please state other interests.
LOUGHBOROUGH, BOOTH WOOD PRIMARY SCHOOL, Scale 2 possibility. Temporary or Permanent teacher required from August for youngest children. Open plan.
LOUGHBOROUGH, ROBERT SAKWELL C.P. SCHOOL, Scale 2. From August. New Post. Open plan school.
OAKHAM, SOUTHFIELD COUNTY PRIMARY SCHOOL, Scale 2 possibility. Temporary or Permanent teacher required from August for youngest children. Open plan.
ESSEX
COUNTY COUNCIL. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Essex County Council, 100, High Street, Essex, SA6 2JH. Tel: 0464 551111.

GLoucestershire Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Gloucestershire Education Authority, 100, High Street, Gloucester, Gloucestershire, GL1 1JH. Tel: 0452 2231111.

HEREFORDSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Herefordshire Education Authority, 100, High Street, Hereford, Herefordshire, HR1 1JH. Tel: 0432 2231111.

LEICESTERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Leicestershire Education Authority, 100, High Street, Leicester, Leicestershire, LE1 1JH. Tel: 0533 2231111.

NOTTINGHAMSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Nottinghamshire Education Authority, 100, High Street, Nottingham, Nottinghamshire, NG1 1JH. Tel: 0532 2231111.

SHROPSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Shropshire Education Authority, 100, High Street, Shrewsbury, Shropshire, SY1 1JH. Tel: 051 2231111.

SOMERSET Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Somerset Education Authority, 100, High Street, Taunton, Somerset, TA1 1JH. Tel: 0378 2231111.

WILTSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wiltshire Education Authority, 100, High Street, Salisbury, Wiltshire, SP1 1JH. Tel: 01264 2231111.

WYOMERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wyomshire Education Authority, 100, High Street, Wyom, Wyomshire, WY1 1JH. Tel: 0932 2231111.

FURTHER DETAILS AVAILABLE FROM THE HEAD/PRINCIPAL
Apply (no forms) with full particulars and names and addresses of two referees to: For Secondary Schools: The Head/Principal, County Hall, Glenfield, Leicester LE5 8RF; For Primary Schools: The Director of Education, County Hall, Glenfield, Leicester LE5 8RF.

SECONDARY
Scale 1 Posts continued

DORSET County Council. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Dorset County Council, 100, High Street, Dorchester, Dorset, DT1 1JH. Tel: 01306 2231111.

ESSEX COUNTY COUNCIL. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Essex County Council, 100, High Street, Essex, SA6 2JH. Tel: 0464 551111.

GLoucestershire Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Gloucestershire Education Authority, 100, High Street, Gloucester, Gloucestershire, GL1 1JH. Tel: 0452 2231111.

HEREFORDSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Herefordshire Education Authority, 100, High Street, Hereford, Herefordshire, HR1 1JH. Tel: 0432 2231111.

LEICESTERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Leicestershire Education Authority, 100, High Street, Leicester, Leicestershire, LE1 1JH. Tel: 0533 2231111.

NOTTINGHAMSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Nottinghamshire Education Authority, 100, High Street, Nottingham, Nottinghamshire, NG1 1JH. Tel: 0532 2231111.

SHROPSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Shropshire Education Authority, 100, High Street, Shrewsbury, Shropshire, SY1 1JH. Tel: 051 2231111.

SOMERSET Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Somerset Education Authority, 100, High Street, Taunton, Somerset, TA1 1JH. Tel: 0378 2231111.

WILTSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wiltshire Education Authority, 100, High Street, Salisbury, Wiltshire, SP1 1JH. Tel: 01264 2231111.

WYOMERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wyomshire Education Authority, 100, High Street, Wyom, Wyomshire, WY1 1JH. Tel: 0932 2231111.

GLoucestershire Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Gloucestershire Education Authority, 100, High Street, Gloucester, Gloucestershire, GL1 1JH. Tel: 0452 2231111.

HEREFORDSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Herefordshire Education Authority, 100, High Street, Hereford, Herefordshire, HR1 1JH. Tel: 0432 2231111.

LEICESTERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Leicestershire Education Authority, 100, High Street, Leicester, Leicestershire, LE1 1JH. Tel: 0533 2231111.

NOTTINGHAMSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Nottinghamshire Education Authority, 100, High Street, Nottingham, Nottinghamshire, NG1 1JH. Tel: 0532 2231111.

SHROPSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Shropshire Education Authority, 100, High Street, Shrewsbury, Shropshire, SY1 1JH. Tel: 051 2231111.

SOMERSET Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Somerset Education Authority, 100, High Street, Taunton, Somerset, TA1 1JH. Tel: 0378 2231111.

WILTSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wiltshire Education Authority, 100, High Street, Salisbury, Wiltshire, SP1 1JH. Tel: 01264 2231111.

WYOMERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Wyomshire Education Authority, 100, High Street, Wyom, Wyomshire, WY1 1JH. Tel: 0932 2231111.

GLoucestershire Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Gloucestershire Education Authority, 100, High Street, Gloucester, Gloucestershire, GL1 1JH. Tel: 0452 2231111.

HEREFORDSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Herefordshire Education Authority, 100, High Street, Hereford, Herefordshire, HR1 1JH. Tel: 0432 2231111.

LEICESTERSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Leicestershire Education Authority, 100, High Street, Leicester, Leicestershire, LE1 1JH. Tel: 0533 2231111.

NOTTINGHAMSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History** (Scale 1), **Geography** (Scale 1), **Physical Education** (Scale 1), **Art** (Scale 1), **Music** (Scale 1), **Home Economics** (Scale 1), **Craft and Technical Studies** (Scale 1), **Commerce** (Scale 1). Applications should be sent to the Education Officer, Nottinghamshire Education Authority, 100, High Street, Nottingham, Nottinghamshire, NG1 1JH. Tel: 0532 2231111.

SHROPSHIRE Education Authority. Vacancies for September 1975. **TEACHERS** for Secondary Schools. **Mathematics** (Scale 1), **Science** (Scale 1), **History**

REMARKS ON THE PROOF

Science

[illegible]

Prepared by the
Library and 21 June

WILKINSON
HARRISON'S SCHOOL
 West Limestone, near
 the intersection of

6231 Pupils, District of
Columbia, 1900-1901

and state or local colleges or universities, and following promotion, locally for Supplemental Teacher Positions. In 1976-77, the NYS DEPARTMENT of Education, Office of the Commissioner, the Teaching of Nursing, and the State Board of Education, have approved a Scholarship grant for all students who are currently attending a nursing school and who are planning to become a registered nurse. The grant is available for one year but assistant.

Help with tuition and particularly equipment.

Salary. Burnham School is making a salary increase in recognition of the fact that the State Board of Education has approved a salary schedule for all public schools in the State. The salary increase is for the first year of the new schedule and is \$1,000 per year for the first three years of the new schedule.

Other Assistance.

MEMBERSHIP

MEMBERSHIP CHAIRMAN

Hospitalized in Emergency
about 11:30 A.M. 11/11/68

Apply without delay,
Box 100, 1125
Stockton 822 2nd
St., Worcester,
Mass.

CROYDON
WILLIAM'S SCHOOL.
1111 1/2 N. 750 boys
Enrolled in September
1934 in 12 classes in
this school, with a
total of 1000 boys.
Sixty-four work-
ing boys, 1000
in families. Ability to
read, write, etc., a useful
plus.

Salary of William's
Birmingham. Accompany
me to see to take a
removal expense.

Apply as soon as you
have a chance to see
Park, South Croydon
coming through this
and address
Letters.

**KENT
KING'S SCHOOL**
Rochester, Kent

Application, with references and names of two referees, to the undersigned.

THE PRINCESS HELI
LOU BRILL

Prison, near Illinois
Required, September.
"A. A."
"FIVE" "SIX" "SEVEN" "EIGHT" "NINE" "TEN" "ELEVEN" "TWELVE" "THIRTEEN" "FOURTEEN" "FIFTEEN" "SIXTEEN" "SEVENTEEN" "EIGHTEEN" "NINETEEN" "TWENTY" "TWENTY-ONE" "TWENTY-TWO" "TWENTY-THREE" "TWENTY-FOUR" "TWENTY-FIVE" "TWENTY-SIX" "TWENTY-SEVEN" "TWENTY-EIGHT" "TWENTY-NINE" "THIRTY" "THIRTY-ONE" "THIRTY-TWO" "THIRTY-THREE" "THIRTY-FOUR" "THIRTY-FIVE" "THIRTY-SIX" "THIRTY-SEVEN" "THIRTY-EIGHT" "THIRTY-NINE" "FORTY" "FORTY-ONE" "FORTY-TWO" "FORTY-THREE" "FORTY-FOUR" "FORTY-FIVE" "FORTY-SIX" "FORTY-SEVEN" "FORTY-EIGHT" "FORTY-NINE" "FIFTY" "FIFTY-ONE" "FIFTY-TWO" "FIFTY-THREE" "FIFTY-FOUR" "FIFTY-FIVE" "FIFTY-SIX" "FIFTY-SEVEN" "FIFTY-EIGHT" "FIFTY-NINE" "SIXTY" "SIXTY-ONE" "SIXTY-TWO" "SIXTY-THREE" "SIXTY-FOUR" "SIXTY-FIVE" "SIXTY-SIX" "SIXTY-SEVEN" "SIXTY-EIGHT" "SIXTY-NINE" "SEVENTY" "SEVENTY-ONE" "SEVENTY-TWO" "SEVENTY-THREE" "SEVENTY-FOUR" "SEVENTY-FIVE" "SEVENTY-SIX" "SEVENTY-SEVEN" "SEVENTY-EIGHT" "SEVENTY-NINE" "EIGHTY" "EIGHTY-ONE" "EIGHTY-TWO" "EIGHTY-THREE" "EIGHTY-FOUR" 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DIVISION OF FRANKLIN
INTERNATIONAL SCIENCE
Crown Office Road
Required for Septentrio
ASSISTANT FIELD OFFICER
SCIENCES in "O. O."
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Salary will be negotia-
ing to qualifications.
a par with Nuffield
Apply to the Head
details of qualifica-

Number of (two) pages:

1000

THE ROYAL PHILANTHROPIC

Redhill, Surrey

TWO TEMPORARY TEACHING POSTS


Opportunity for graduates, newly qualified or other teachers (men or women) to gain experience in residential work within a complex of three separate establishments including a Community Home School, a Regional Association Centre and an Intensive Care Unit. The vacancies will arise on 1st September, in the absence of two teachers seconded to a University Course for twelve months.

SALARY: Brimham Scale plus allowances totalling £1,162 p.a. plus threshold payment of £230, and London Weighting £180 if non-resident.

ACCOMMODATION: Only single non-accommodation available and no flats can be non-resident.

FURTHER PARTICULARS and application forms from the Principal (please call or write). Incoming applicants will be welcome to visit by appointment, Redhill 63445 ext. 26.

CLOSING DATE: 14 days after publication of this advertisement.



SURREY
COUNTY COUNCIL

H.M. DETENTION CENTRE
Send, Nr. Woking, Surrey

Required from 1st. September, 1975 or as
soon as possible thereafter

Deputy Education Officer

Salary Scale 3, plus "Threshold," and Extra

APPLICATION FORMS : Requests for application forms should be made to the Ministry of Defence, CM(S)4(L) Room 342, Lagoon House, Theobalds Road, London WC1X 8RY, and applications should arrive no later than 21st June, 1975, quoting reference AW/1362.

Salary is in accordance with Ecuadorian grade II at present \$2,670 in 1974 per annum.

Further particulars and application forms are obtainable from the Director, Administrative Officer, Ecuadorian College of Education, Cuenca.

Further particulars together with forms of application may be obtained from the University of

**NEWCASTLE
UPON TYNE**

Salary is in accordance with Ecuadorian grade II at present \$2,670 in 1974 per annum.

Further particulars and application forms are obtainable from the Director Administrativo, Officer, Superior College of Education, Cuenca.

Further particulars together with forms of application may be obtained from the University of Cuenca.

**City of
NEWCASTLE**

City of
**NEWCASTLE
UPON TYNE**

Perth-Western Australia VACANCIES IN TEACHER EDUCATION

Applications closing on Monday, 20th June 1975 are invited for positions at The Western Australian Secondary Teachers College which may become vacant in 1976.

Applicants will undertake teaching responsibilities with secondary teachers in training in one of the following areas:

Education & Health
Psychology
Physical & Health
Education
Recreation
Science
Social Science
Speech & Drama
Music

SALARY RANGE:
Senior Lecturer \$A17,400-\$A17,900
Lecturer \$A11,250-\$A15,100
Senior Tutor \$A 9,750-\$A11,250
Tutor \$A 8,000-\$A 9,500

QUALIFICATIONS: A higher degree in an appropriate field together with teaching experience at secondary or tertiary level is generally required. Applicants should also have a minimum of three years' experience in the field of education. The Principal, W.A. Secondary Teachers College, Car. Hampton Road and Stirling Highway, NEDLANDS, WESTERN AUSTRALIA, 6009.

IRAN AIR

require

TWO INSTRUCTORS

(Male or female)

to teach

English

at our Training Centre in Tehran

Applicants must be under 50 years of age, hold relevant qualifications to teach English and have at least four years' practical experience in this field.

Salary and allowances will be negotiable, but on a minimum scale of £800 per month.

The closing date for applications is 10th June and interviews will be held in London on the 12th and 13th June by previous arrangement on telephone number 01-491 3656 Ext. 224.

YOUTH AND COMMUNITY SERVICE

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Overseas Appointments

THE BRITISH COUNCIL

Invites applications for the following posts:

Head of Department, Malay

Head of Department, Hindi

Head of Department, Urdu

Head of Department, Bengali

Head of Department, Gujarati

Head of Department, Marathi

Head of Department, Punjabi

Head of Department, Sindhi

Head of Department, Tamil

Head of Department, Telugu

Head of Department, Vietnamese

Head of Department, Thai

Head of Department, Burmese

Head of Department, Cambodian

Head of Department, Lao

Head of Department, Khmer

Head of Department, Javanese

Head of Department, Balinese

Head of Department, Indonesian

Head of Department, Malay

Head of Department, Hindi

Head of Department, Urdu

Head of Department, Bengali

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